

This presentation was funded by the European Union's Rights, Equality and Citizenship Programme (REC 2014-2020). The content of this presentation represents only the views of the Consent Ed Project and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.



**Funded by
the European Union**

Consent Ed Teacher Disclosure Training Self Taught Module. Part 3.

Welcome to the Consent
Ed online Disclosures
Module for teachers.

Workshop length 1 hour.



Self-learning Module Disclosure Workshop.

Before completing this module, please ensure you have completed self though module of learning on Facilitation and background to Consent Ed Project

- **Section 1: Disclosure Skills.**
- **Section 2: 'First Point of Contact ' - Supporting Responding.**
- **Section 3: The importance of Self-Care.**
- **Evaluation and workshop close.**

Learning Outcomes for the Workshop.

Participants will:

- Explore disclosures through:
 - Looking at key skills and practicing them.
 - ‘STRONG’ – acronym supporting you in responding.
 - Adherence to protocols.
 - Importance of self-care.
- This workshop forms part of the overall Consent Ed training continuum – the online model in supporting educators in becoming more confident in facilitating the Consent Ed Junior or Senior Programmes.

Disclosure Skills.

- The subject of sexual violence and harassment can be distressing and uncomfortable.
- It can be really difficult when someone discloses to you.
- It may be difficult to hear or process what the person is saying.
- There can be an element of vulnerability for both the person disclosing and/or the person being disclosed to.

Your response can have a great impact on a child or young person's ability to seek further help and recover from the trauma. (CFCA, 2015).

Sample of

15% of female students

25% of male students

33% of non-binary students

That didn't tell anyone about their negative sexual experience said it was because they didn't anyone would believe them.

(a) What do we mean by a Disclosure?

- In simple terms it can be deliberate or accidental. For example, a child or young person might 'blurt out' a harmful experience, or their fear of something. They could confide privately that they have been abused, are experiencing abuse or fear that they will be abused or at risk of further negative or abusive behaviors.
- *Disclosure skills* is what can be referred to as knowledge, attitudes, interpersonal and self-care techniques that can be associated with receiving and responding to a disclosure. (Galway Rape Crisis Centre & Active* Consent, 2021).



In terms of receiving a Disclosure:

- It is vital to acknowledge the importance in how *the person disclosing is responded to in that moment.*
- Feeling confident in responding to any disclosure may test your personal and professional boundaries, possibly influenced by unconscious bias, your informed beliefs which potentially can cloud our capability to support the needs of the person in that moment.

Interpersonal and Communication Skills.



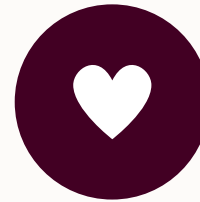
THINK BACK TO THE FACILITATION MODULE WHERE YOU IDENTIFIED KEY SKILLS, TRAITS THAT WOULD ENHANCE AND SUPPORT YOU AS A FACILITATOR.



THESE SKILL SETS ARE ALSO INTEGRAL WHEN RECEIVING AND RESPONDING TO A DISCLOSURE.



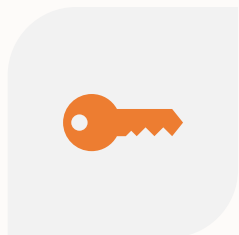
IT IS VITAL THAT ANY CHILD OR YOUNG PERSON WHO IS TRYING TO DISCLOSE ABUSE FEELS ***THAT THEY ARE BEING LISTENED TO AND TAKEN SERIOUSLY.***



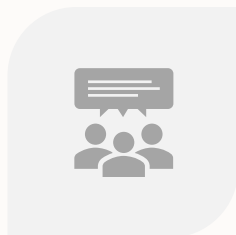
KEY INTERPERSONAL SKILLS FOR DISCLOSURE - EMPATHY, BODY LANGUAGE, FRIENDLINESS , CARING, SYMPATHY, COMPASSION, ENCOURAGEMENT, KINDNESS, SENSITIVITY AND RESPECT.



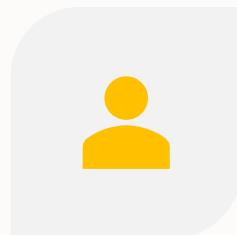
KEY COMMUNICATION SKILLS IS HAVING THE ABILITY TO COMMUNICATE AND FACILITATE GOOD AND EFFECTIVE INTERACTIONS WITH OTHERS. EXPRESS INFORMATION AND/OR IDEAS EFFECTIVELY. CONVEYING AND RECEIVING INFORMATION CLEARLY INCLUDING ORAL AND WRITTEN COMMUNICATION



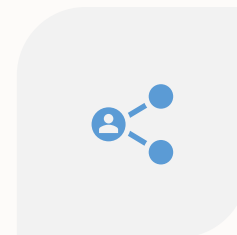
SOME KEY POINTS WHEN RECORDING A DISCLOSURE:



NAME OF CLIENT/STUDENT/PARTICIPANT INVOLVED.



NAME OF PERSON MAKING THE DISCLOSURE.



RELATIONSHIP TO CLIENT/STUDENT/PARTICIPANT



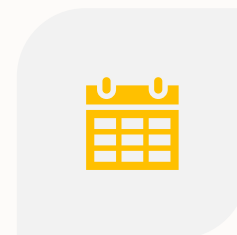
DOES OUR ORGANIZATION HAVE THEIR CONTACT DETAILS?



MAIN POINTS DISCLOSED.



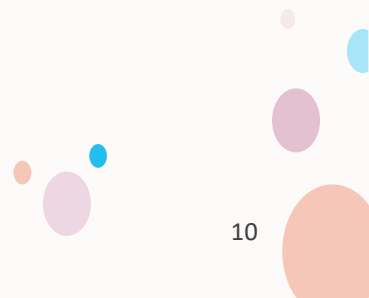
DATE AND TIME THE DISCLOSURE WAS MADE.



DATE AND TIME REPORTED TO DESIGNATED LIAISON PERSON.



(b) Becoming aware of any biases, challenges for you in receiving a disclosure and building on your individual reflections from the facilitation workshop.



PANIC!!!!!!

Fear of saying the wrong thing.

Showing defensive or unsupportive body language.

Not making them feel heard or believed.

Dismissing it – not validating their story.

Using why questions, for example “why did you do that”? Or “why did you go there”?

Using leading questions. Try to stay clear of these and use open questions like "Is there anything else that you want to tell me?"

Being too ‘cold’ or ‘clinical’- not showing empathy, compassion, sympathy.

Timing - you may be distracted. It could happen when it is really busy time or on a Friday afternoon. Will there be access to support services?

Can you think of any others?

**Some
natural fears
people
experience
when
someone is
disclosing to
them.**

What is helpful after receiving a Disclosure.

Be

Efficient in dealing with the disclosure as practitioners we have a duty to do that.

Be

Proactive to prevent further harm and abuse and aware of the potential for same.

Report

A concern without delay, using the correct procedure – communicate this with the person disclosing.

Work

Collaboratively with the respective agencies tasked with investigating any allegations or suspicions of abuse or neglect.

Involve

The person who has or has allegedly been abused or could experience abuse if measures are not put into place to protect them and supporting their autonomy as much is practicable if they are a minor in particular. Refer and communicate to your DLP.

You can say positive things like....

13

- **I believe you. It was not your fault, you aren't to blame.**
- **I'm listening. I hear what you're saying.**
- **I'm here to support you. What do you need right now? I'm glad you came forward to look for support.**
- **Take your time telling what it is you want to tell me today. That must have been difficult to say.**
- **There's no pressure on you to say anything you don't want to. I know talking about this can be helpful.**
- **It's not surprising that you feel angry...sad...etc. You're having normal reactions to an abnormal experience.**
- **I know you might find this difficult right now, but in a situation like this the responsibility always lies with the perpetrator.**
- **Do not pressure them for names or details of the perpetrator.**

(GRCC & NUI Galway, 2021)., 2021).

(a) STRONG acronym.

- **S:** Start by listening – don't push.
- **T:** Tell them you believe them and it's not their fault.
- **R:** Respect confidentiality – explain when and how you would share the information.
- **O:** Options – provide them with options of support available.
- **N:** No assumptions – reporting to the Gardai may not be what they want to do.
- **G:** Get them to somewhere safe – make sure they are in a safe place away from danger.

(GRCC & NUI Galway, 2021).



Thank them for coming to speak to you and highlight how brave they are in doing this. Reassure you are here to support them.



Reassure them what they tell you will be taken seriously and support them to communicate in the best way possible for them.



Tell them you cannot keep what they are telling you a secret as you have a duty to protect them from harm and this will involve other agencies and their parents becoming involved.



Listen carefully to what they are telling you. Do not bombard with them with questions, only use open questions, if necessary, for example what happened?



Check back with the person disclosing that what you have heard is correct and understood.



Record what they tell you in permanent ink ensuring you distinguish between fact and opinion writing down their exact words about what happened.



Do not express any opinions or confront the alleged perpetrator as you may place the person disclosing (or other family members) at more risk.

A helpful Youtube clip by the NSPCC on receiving Disclosure.



You can practice these techniques whenever someone's telling you a story.



(d) Key legislative overtures and school policy/procedures.

Listen to the person disclosing.

Believe them even if the story doesn't seem 'credible'.

Reassure them they don't have to give you any details today.

Say 'I'm glad you told me' even if you're not.

Don't ask questions which may imply blame.

Accept that someone who acts irresponsibly or takes foolish risks does not deserve to be assaulted.

Let them know you will help and they can trust you. (GRCC & NUI Galway, 2021).

Respondi ng

section 14(2) of the Children First Act 2015 places obligations on mandated persons to report any disclosures made by a child:

**‘Where a child believes that he or she—
(a) has been harmed, (b) is being harmed, or (c) is at risk of being harmed, and discloses this belief to a mandated person in the course of a mandated person’s employment or profession as such a person, the mandated person shall, ... as soon as practicable, report that disclosure to the Agency.’**

Mandated Persons Protocol to the Designated Child Protection Officer or DLP.





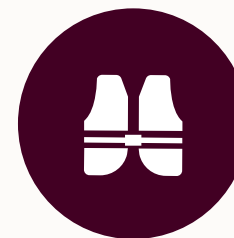
THE LIMITS OF CONFIDENTIALITY. IF THE PERSON IS A MINOR OR SUICIDAL YOU CANNOT KEEP THE ABUSE CONFIDENTIAL AND YOU MUST ADVISE THEM OF THIS. THIS IS KEEPING WITH CHILD PROTECTION GUIDELINES AND PROTOCOL AND LEGISLATION.



NOTE: THE CRUCIAL TIMELINE A FORENSIC EXAM (SATU – SEXUAL ASSAULT TREATMENT UNIT) NEEDS TO BE COMPLETED WITHIN 72 HOURS OR UP TO 5 DAYS AFTER THE ALLEGED INCIDENT OCCURRED.



REPORTING TO THE GARDAI IS A MATTER OF CHOICE AND SUPPORT TO DO SO IS AVAILABLE THROUGH RCC'S OR SATU (IF OVER 18 YEARS). IF A DISCLOSURE IS MADE TO YOU BY AN 18 YEAR OLD PUPIL YOU MUST CHECK WITH YOUR INDIVIDUAL SCHOOL'S CHILD PROTECTION POLICY AND PROCEDURE.



ENSURE THEIR SAFETY, DO THEY HAVE A SAFE PLACE TO STAY WHERE THEY CAN GET SUPPORT? DO NOT TAKE THE SITUATION INTO YOUR OWN HANDS. PROVISIONS FOR THE CHILD OR YOUNG PERSON'S SAFETY SHOULD BE MADE BY AN APPROPRIATE AGENCY

School's individual policies/procedures...

- **School's policy on leaving the classroom.**
- **Planning for time out – if young person finds it necessary.**
- **Dedicated space for person disclosing to do so privately and sensitively.**

“A boundary is a limit or edge that defines you as separate from others”.


(Katherine, 2010, p. 14).

Creation of Boundaries in Self-care.

1. Boundaries differ from person to person.
2. They *are* a form of self-care.
3. They should be personal to you.
4. They establish what you need and what your limits are.
5. Support you in not feeling pressure or obligation to do things or take on tasks.
6. Remember, setting boundaries and practicing self-care benefit those around you, too.



Prioritize Your Needs, Set Boundaries, and Practice Self-Care Without Feeling Guilty

 LiveWellwithSharonMartin.com

Setting boundaries is a skill and like any other skill, the more you practice the easier it becomes.

It doesn't need to be about setting lots of really challenging goals or plans.

It can mean very different things to people and is personal and individualized.

It might seem hard, but it is important to remember that even small steps will still help choosing activities that work best for you is key. If there is anything that makes you feel worse, stop doing it and try something else.



It can be difficult to remember to make time for it, especially if you have a busy job, work long hours, have a family, look after other people or volunteer doing something.

Changing our habits is never easy and can take time.

What can make self-care more difficult is if you are feeling stressed, feeling low, are upset or anxious about something. Ironically, self-care is even more important during these times.

“An empty lantern provides no light. Self-care is the fuel that allows your light to shine brightly.”

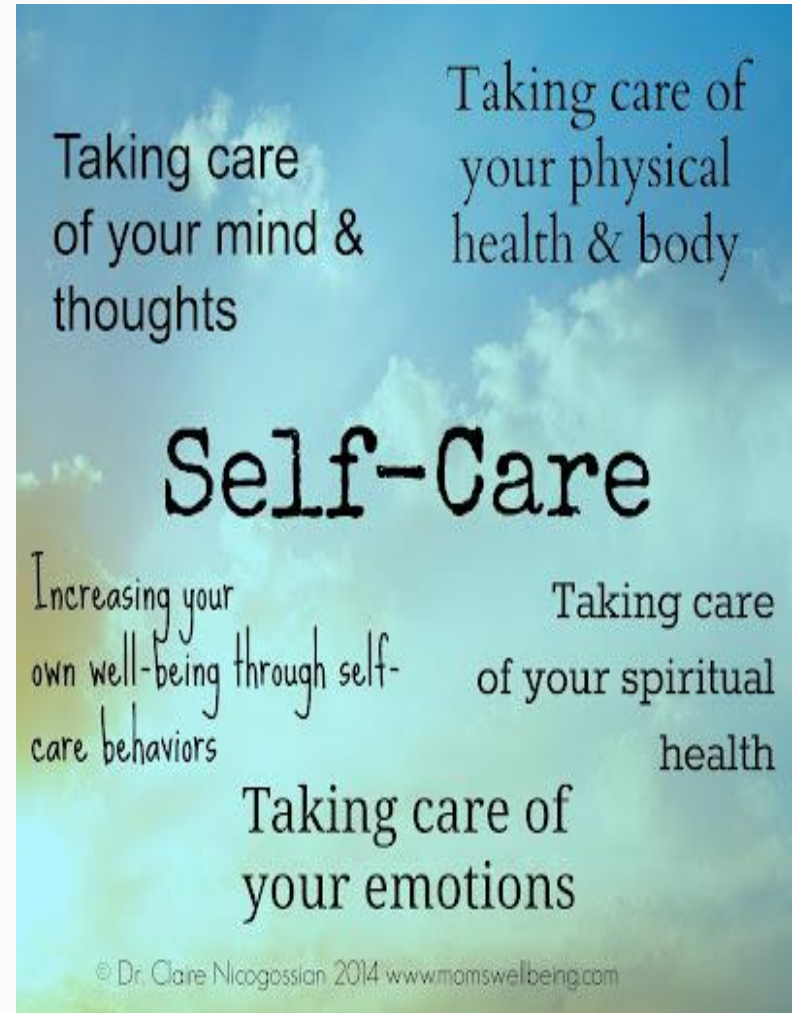
—
UNKNOWN

thegoalchaser.com

This Photo by Unknown author is licensed under [CC BY-SA-NC](https://creativecommons.org/licenses/by-sa/4.0/).

• **Self-care can be very simply doing activities that make you feel physically, emotionally and mentally better. It's also about being kind to yourself.**

It is really important for you to do some form of self-care that works for you following receipt of a disclosure as you do not know how it could impact upon you.



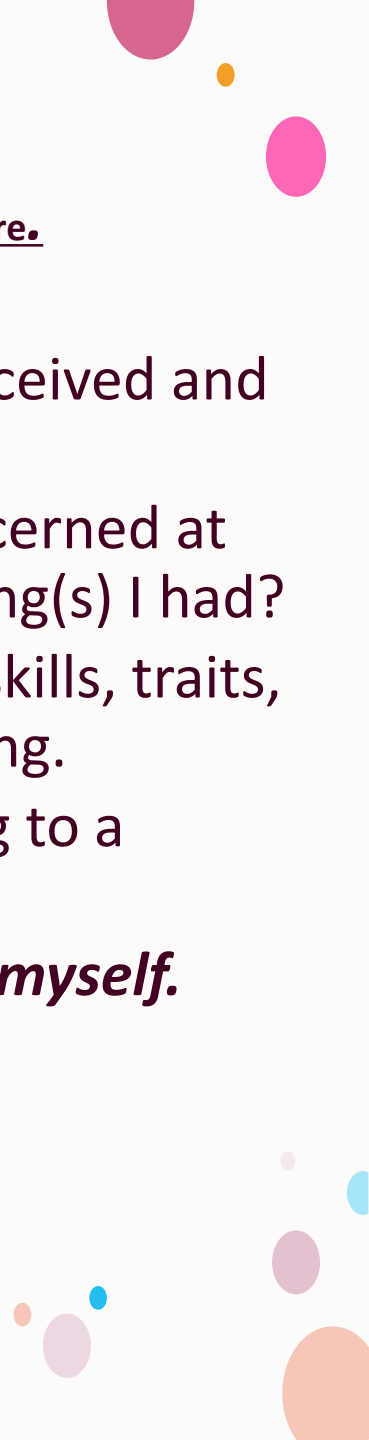
Some examples of Self-Care.

- **Look after your body** – hydrate, eat well, sufficient sleep, exercise, pamper your body.
- **Look after your mind** – simple breathing exercises, do an activity you enjoy, focus on the positives, write things down, say positive affirmations to yourself.
- **Look after your space** – keep your living space clean/tidy, get fresh air, cosy up under a blanket, infuse your space with scents you enjoy.
- **Connect with others** – make plans to meet family/friends, connect online/send a message/joke/funny meme, talk about how you feel.

(Rape Crisis England and Wales, s, nd).

Prompts for self-reflection following a Disclosure.

- What are my thoughts now having received and responded to the disclosure?
- Was I nervous, anxious, worried, concerned at the time? How did I channel the feeling(s) I had?
- Did I model any of the interpersonal skills, traits, characteristics identified in this training.
- Have I more confidence in responding to a disclosure.
- ***What self-care will I do to look after myself.***



References.

- Child, Family, Community Australia. (2015). 'Responding to children and young people's disclosures of abuse', Melbourne Australia.
- Jobs.ie. (2017), Available: [https://www.jobs.ie/job-talk/interpersonal-skills/?cid=SEAdvert Google SEARCH EN Gen|DSA|DSA c job-talk - - - - &gclid=EAlaIQobChMIhcqMq_eE-gIVrguiAx10QAGYEAAAYASAAEgLGAPD_BwE](https://www.jobs.ie/job-talk/interpersonal-skills/?cid=SEAdvert_Google_SEARCH_EN_Gen|DSA|DSA_c_job-talk_-_-_-&gclid=EAlaIQobChMIhcqMq_eE-gIVrguiAx10QAGYEAAAYASAAEgLGAPD_BwE) [accessed 8 September, 2022].
- Galway Rape Crisis Centre & Active* Consent. (2021). First Point of Contact Training. NUI Galway 'Active Consent' Module.
- NSPCC.(2019). Responding to a Child's Disclosure of Abuse | NSPCC Learning, [online video], available: <https://www.youtube.com/watch?v=bvJ5uBlGYgE> [accessed 21 August 2023].
- Rape Crisis England and Wales. (nd). [online], available: <https://rapecrisis.org.uk/get-help/tools-for-victims-and-survivors/self-care/> [accessed 6 September, 2022].
- Tusla, (2017). Children First National Guidance for the Protection and Welfare of Children 2017. Available: https://www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.pdf [accessed 9 September, 2022].