

**NSPCC**

**An Introduction to the  
NSPCC services and  
supports**

Angelina McNally, Partnerships Services  
Manager, NI.

# Taking care of yourself

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This session discusses themes of a sensitive nature. If at any time during the session you would like to take a break, please do so.

**If after the session you would like to access further support, please see the information below:**

## **The NSPCC Helpline**

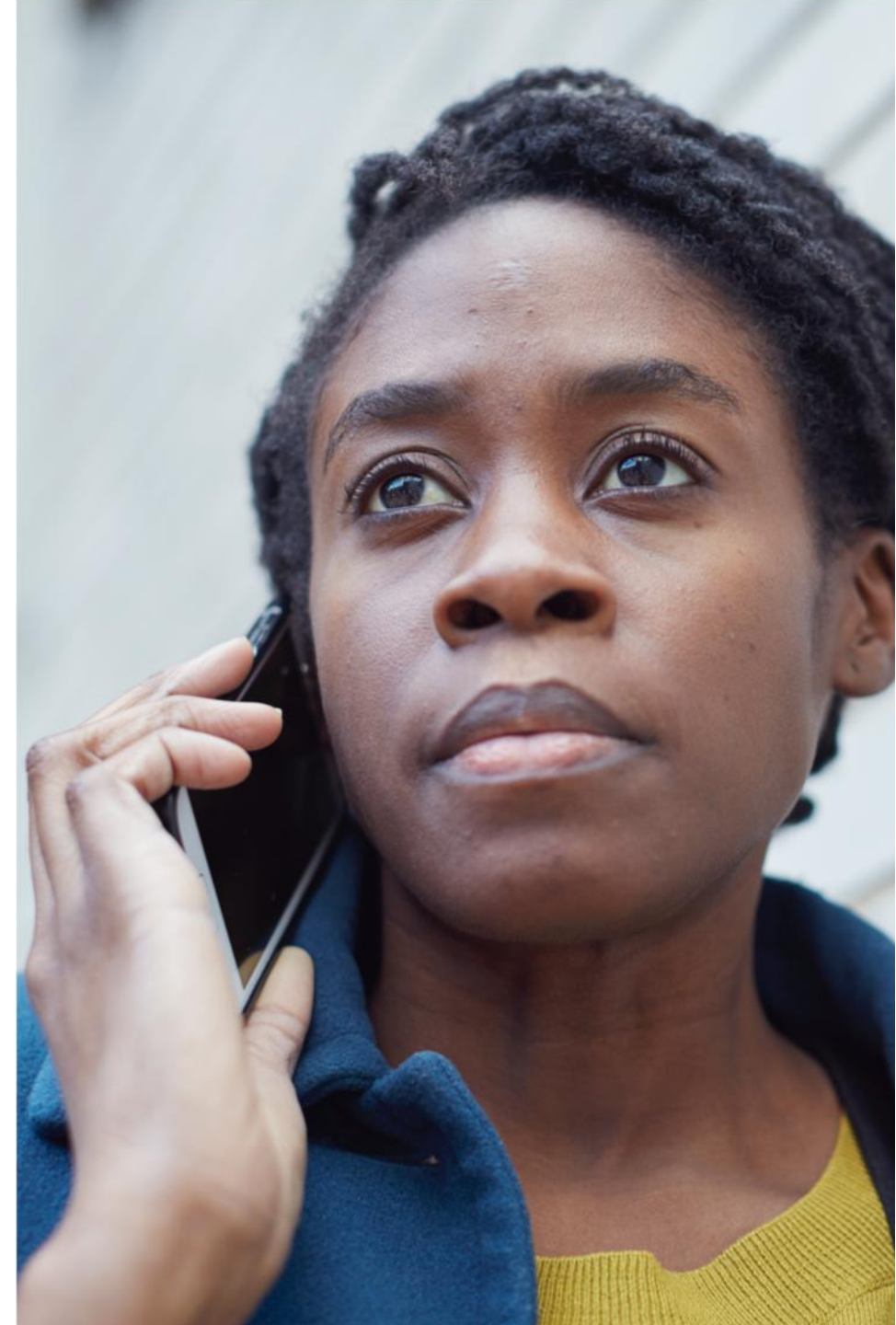
If you're worried about a child, you can contact our helpline for advice and support.

- Call **0808 800 5000**
- Email **help@nspcc.org.uk**

## **Whistleblowing Advice Line**

Support for professionals who are worried about children in the workplace.

- Call **0800 028 0285**
- Visit **nspcc.org.uk/whistleblowing**



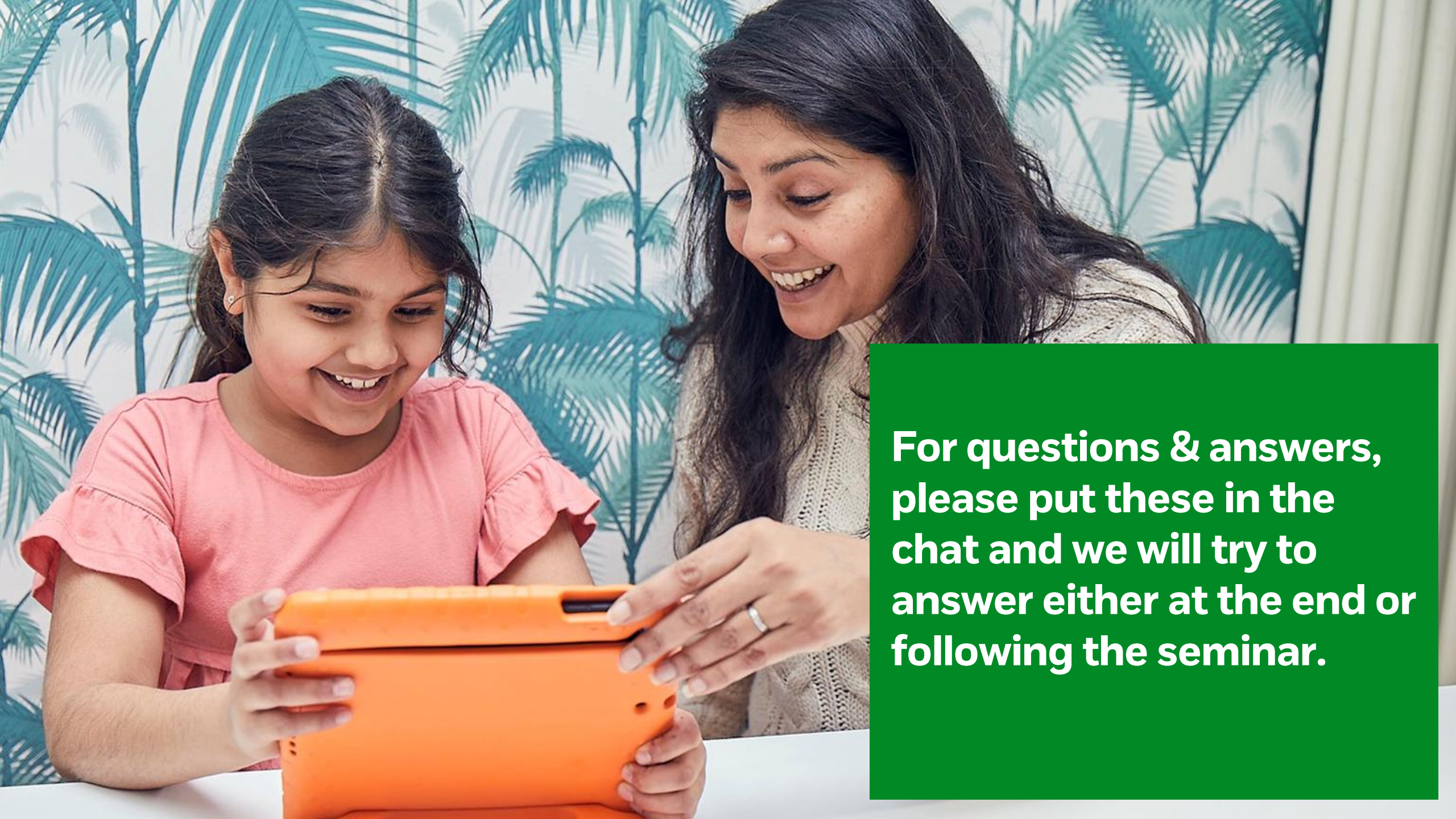
# NSPCC, Northern Ireland:

## An introduction

### This session will cover:

- An introduction to the NSPCC including our vision, priorities, and an overview of what we do linking this to student social work, social work and social care practice.
- Our Hub locations and the evidence based services on offer to children and families.
- An overview of Childline & Helpline.
- Our schools service universal offer
- Ways to volunteer for the NSPCC.
- NSPCC Learning and the value of this for continued learning & development.
- Our preventative, local campaigns including Talk PANTS.





**For questions & answers,  
please put these in the  
chat and we will try to  
answer either at the end or  
following the seminar.**

# What is the NSPCC?

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- The National Society for the Prevention of Cruelty to Children (NSPCC) is the UK's leading charity specialising in child protection and the prevention of cruelty to children. We are over 134 years old.



## Our vision: Together, we can stop child abuse and neglect

Through the collective power of our staff, volunteers, supporters and partners, and our 100 years of experience; we will move closer to achieving that goal.

### Impact goal 1

## Everyone plays their part to prevent child abuse

We'll work together to make it easier for everyone to play their part and create a social safety net that prevents child abuse and neglect.

### Impact goal 2

## Every child is safe online

Together we'll transform the online world, so it's safe for every child to go online.

### Impact goal 3

## Children feel safe, listened to and supported

Supporting children so they can speak out, feel safe, listened to and understood – and abuse doesn't shape their future.

## Principles

The principles will shape and guide everything we do, so we can work together with others to achieve the three impact goals, and ultimately reach our vision.



Focus more on preventing child abuse and neglect



Be inspired and led by children



Build on our strengths



Work in partnership



Be trauma informed



Embed equality, diversity and inclusion



Inspire more people to be there for children

## Values

Our values are the strong foundations reminding us of who we are as an organisation.

Putting children **FIRST**

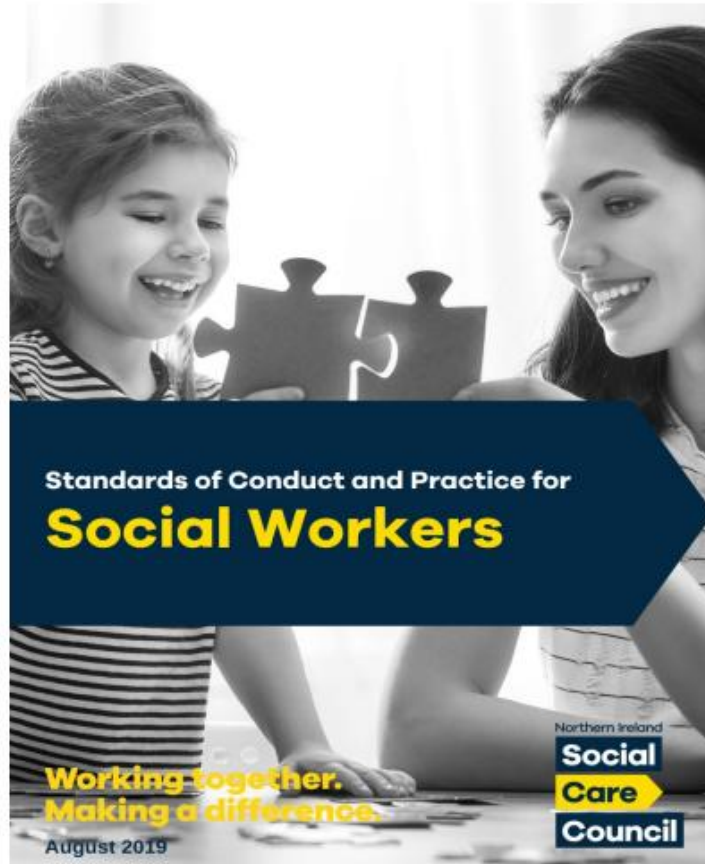
Taking a **stand**

Working **together**

Striving **FOR excellence**

Making an **IMPACT**

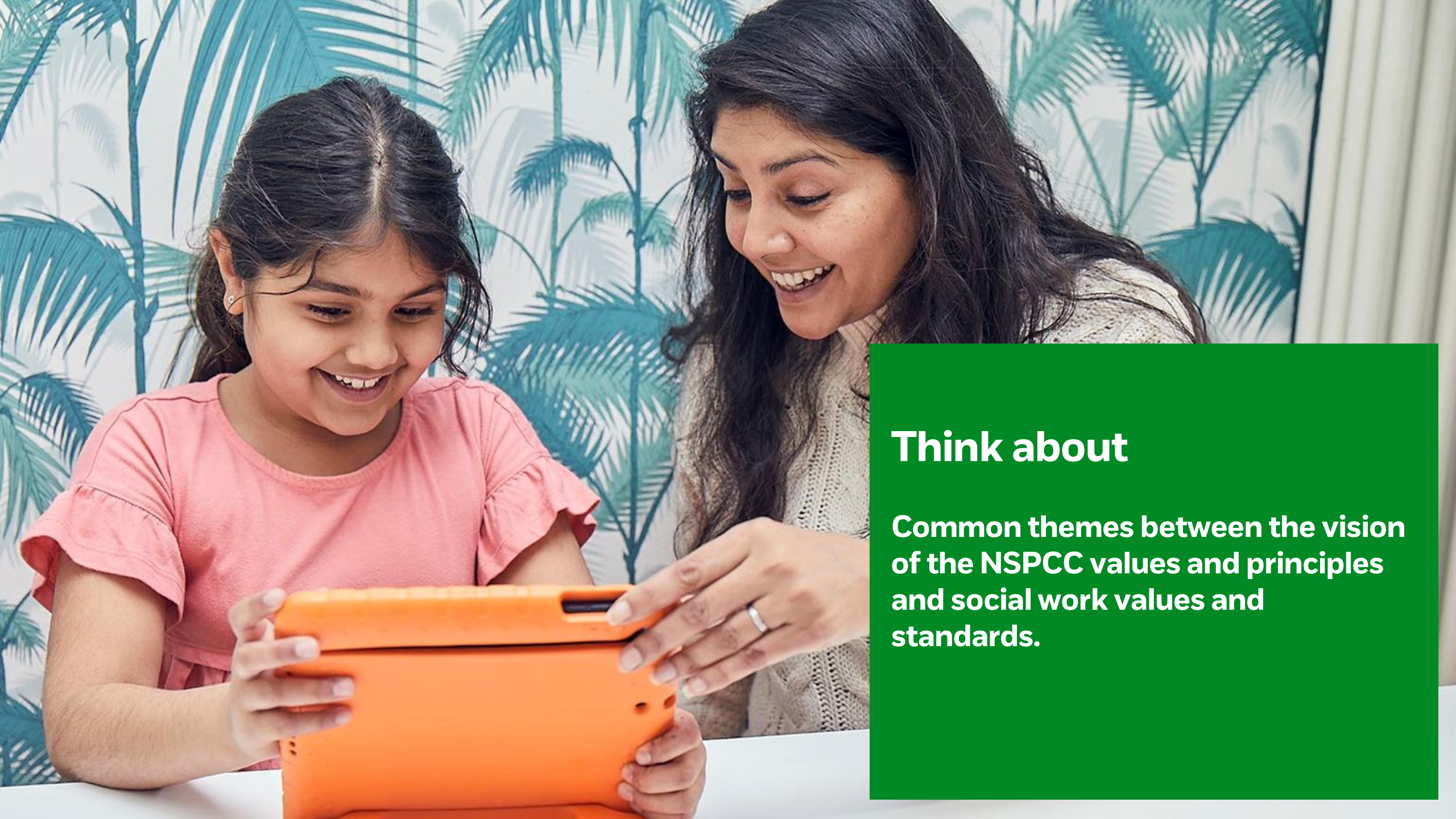
# NISCC Standards



- NISCC Standards of Conduct describe the values, attitudes and behaviours expected of social workers in their practice.
- The relevance of community development in social work can be seen through the adoption of the international definition of social work in these Standards.
- 'Your fitness to practice will be judged against these standards'

## Underpinning Values

- Respect the rights, dignity and inherent worth of individuals
- Work in a person-centred way
- Treat people respectfully and with compassion
- Support and promote the independence and autonomy of service users
- Act in the best interests of service users and carers
- Uphold and promote equality, diversity and inclusion
- Ensure the care they provide is safe and effective and of a high quality



## **Think about**

**Common themes between the vision of the NSPCC values and principles and social work values and standards.**

# The mixed economy of social work



## **Shared Purpose –Our mission (NI SW Strategy 2012–2022)**

- dependence, inclusion
- Safeguard wellbeing
- Person-centered: dignity, empowerment

## **How The Mixed Economy Works**

- Statutory: child protection, legal accountability
- Voluntary/community: prevention, therapeutic support
- Collaboration: better outcomes, efficiency

## **Ray Jones Emphasis (2024)**

- Family support, strong safeguarding
- Statutory–community partnership strengthened



# Area of Expertise

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**Policy and Public Affairs:** We aim to influence and change policy, legislation and practice to prevent cruelty to children and transform society.



**Training and Consultancy:** Helps organisations across all sectors in Northern Ireland to become safer places for children and young people.



**Child Protection Unit in Sport:** The Child Protection in Sport Unit (CPSU) provides a range of services to support partners in the sports sector to keep children safe from harm.

# NSPCC NI Hub

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- **The NSPCC now have a Northern Ireland HUB with two sites:**

**1) One in Belfast**

**2) One in Foyle**

**3) YWS is based in various locations throughout NI**



# NSPCC NI HUB film - families

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**NSPCC NI**

**Direct Services**

# Pregnancy In Mind (PIM)

NSPCC

## Pregnancy in Mind

Expecting a baby can  
cause complicated feelings.  
Pregnancy in Mind can help.





# Background and Rationale

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- Research has shown that up to 1 in 5 mothers experience anxiety or depression in the perinatal period (O'Hara and Wisner, 2014; Hogg, 2013).
- Partners of pregnant women can also suffer from mental health problems during this period such as depression and anxiety disorders (Paulson and Bazemore, 2010; Leach et al, 2016).
- Untreated perinatal depression and anxiety can interfere with a parent's ability to provide warm, sensitive care to their baby and is associated with poorer child outcomes .
- Pregnancy in Mind was initially designed to fill a gap to enable more parents to receive a service before they reached crisis point.

# Aims of PIM

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- Enable parents to **build relationships, gain knowledge** and **skills**, which will help them to manage some of their more challenging feelings differently and **support a reduction** in the severity and impact of their anxiety and depression.
- Several core themes and techniques are used in PIM.

# How is PiM delivered: Core Themes

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Mindfulness meditation

Active relaxation

Psychoeducation and coping skills

Social support

Developing a connection with baby

Couple and co-parenting relationships



# Mindfulness: Coming into the room – Leaves on a stream

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# Referral Criteria

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- **12 – 26 weeks pregnant (group needs to be finished prior to 34th week)**
- **Currently experiencing or ‘at risk of’ mild or moderate anxiety and/or depression in the perinatal period.**
- **No active self harm /suicide attempts during pregnancy**
- **No hospital treatment in the last 6 months for mental health**
- **Not receiving a service from community mental health team**
- **Have given their consent for the referral**
- **Professional and self-referral accepted**
- **One to one option considered**

# Letting the Future In (LFTI)



# Childhood Sexual Abuse

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- **Research\* with 2,275 young people aged 11-17 about their experiences of sexual abuse suggests around 1 in 20 children in the UK have been sexually abused.**
- **Significant developments in understanding what works in the assessment and therapeutic intervention of children & young people who have been sexually abused, and in the assessment and therapeutic intervention of children & young people with harmful sexual behaviour.**
- **The effects of early trauma on the developing child are profound, and can have a devastating effect, and can become even more complex as a result of its nature.**
- ***Trauma is “anything that disrupts the optimal development of a child” (Ziegler 2009)***

***\*as of March 2021***

# What is LTFI?

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- Therapeutic support for children aged 4-17 who have been sexually abused, and are currently living with a carer who has been identified as safe.
- The service works with children / young people for up to a year, helping them to explore and express their thoughts, feelings and experiences.
- We support them to recover from the impact of the abuse, and work on strengthening the important supportive relationship between the child and their carers.
- We also work with the parents / carers who play an important role in recovery. They are offered time limited individual support and/or joint sessions with the child/YP.

# Assessment and Intervention

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- LTFI offers weekly one to one sessions with a trained practitioner, commencing with;
  - Approximately 4 assessment sessions to understand the impact areas being experienced by the child / young person.
  - Approximately 2 assessment sessions with the child/young persons parent / carer to better understand their needs in supporting recovery.
  - Liaison with other professionals is also a vital part of this assessment process.
  - Assessment if any siblings have been impacted.
- A written assessment of therapeutic need is then completed, which informs and recommends intervention (if any)

# Assessment and Intervention

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- Up to 24 intervention sessions are available, which focus on those areas of need identified for that child / young person i.e.
  - *Anxiety*
  - *Dissociation*
  - *Intrusive memories / thoughts*
  - *Sexual distress*
  - *Self esteem*
- Up to 8 individual sessions with the 'safe carer' is also available, depending on need and suitability.
  - Up to 8 individual sessions with any siblings that have been impacted.

# Evaluation Findings

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- Almost three-quarters (73%) of children aged 8 and over who completed 6 months of Letting the Future In had severe emotional difficulties at the start. After 6 months this dropped to less than half (46%).
- When taking into account the children who didn't engage or dropped out of the service early the number of children experiencing severe trauma dropped from 68% to 51%.

# How to refer to LTFI

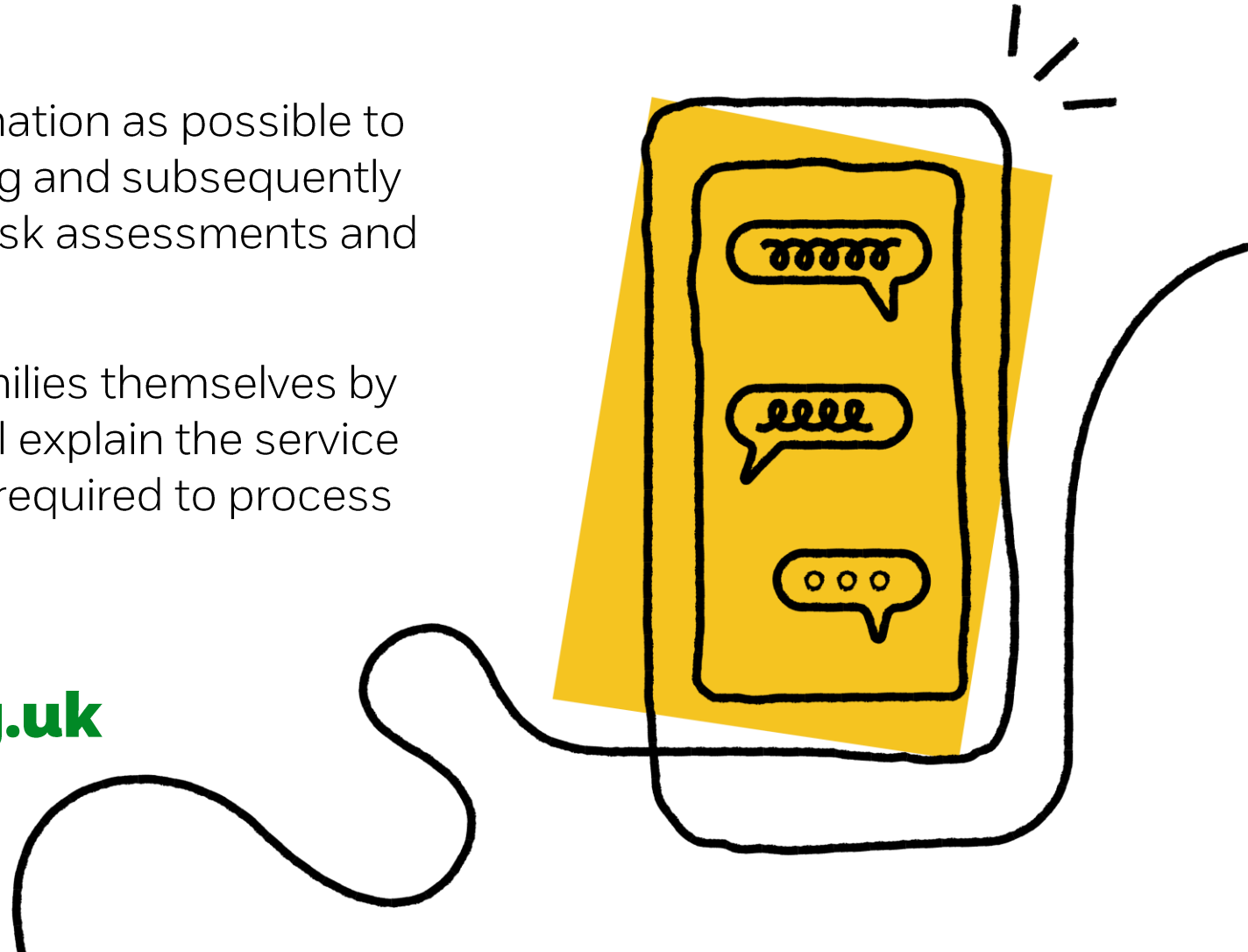
Professionals can request referral forms from the email address or on our office number below.

Referral forms should have as much information as possible to be able to ascertain suitability, safeguarding and subsequently allocate to a practitioner. This includes all risk assessments and reports completed in relation to the family.

Referrals can also be received from the families themselves by contacting the practitioner on duty who will explain the service and take down all the relevant information required to process the referral.

**[nihubadmin@nspcc.org.uk](mailto:nihubadmin@nspcc.org.uk)**

**Tel. 02820 441650**



# Practice example using a trauma-informed approach

## Case study

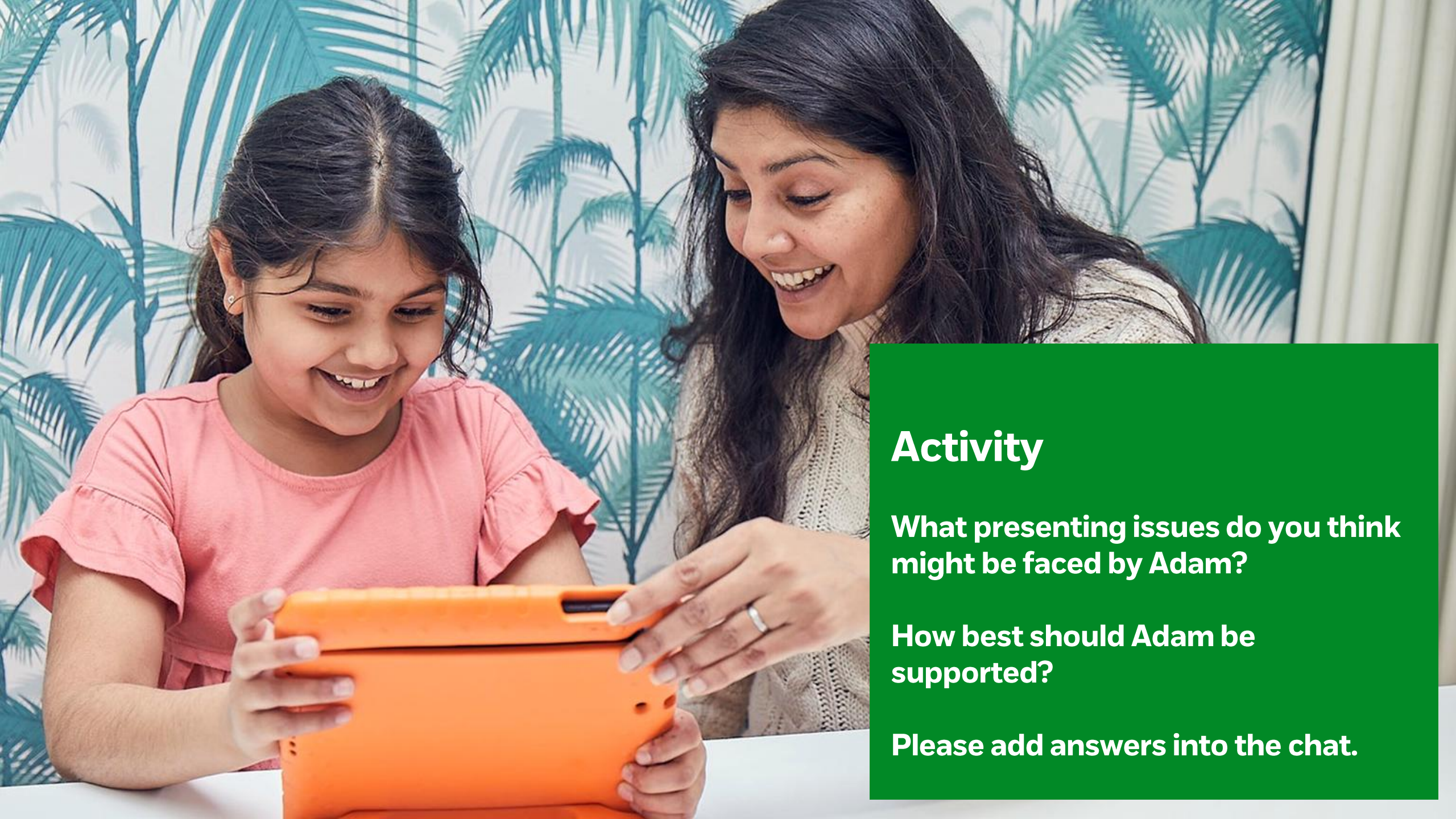
- Name: Adam
- Age: 16
- Identifies as male

## Background

Adam lives with his mum, Wendy, and younger brother, George, who is 8 yrs old. Wendy met Paul and they have a 4-year-old daughter, Susan, who also lives with Wendy. Adam's dad, Peter, lives with his new partner, Sue, and they have a daughter, Faye, who is 3 yrs old. Wendy and Peter co-parent Adam and George, with the boys staying with dad at the weekends.

Adam initially shared his experience of sexual abuse to his mum. He shared that his step-dad, Paul, has been sexually abusing him since he was 9 years old. Wendy acted protectively as soon as Adam shared with her his experience. Wendy contacted the Police and Paul was removed from the family home.

Police investigation is ongoing, and social services are supporting the family. Adam completed an ABE interview with the Police. There has been no history of social services involvement prior to Adam sharing his experience with his mum.



## **Activity**

**What presenting issues do you think might be faced by Adam?**

**How best should Adam be supported?**

**Please add answers into the chat.**

# Practice example using a trauma-informed approach cont.

## Presenting issues

Adam had difficulty concentrating in school, displaying avoidance behaviours and was starting to get into fights in school. He was becoming increasingly withdrawn and often irritable at home. He was also experiencing nightmares and not sleeping well.

## Summary of work done

Adam's social worker made a referral for LTFI. Practitioner undertook the assessment of therapeutic need with Adam and his family. The assessment explored Adam's background, current presenting symptoms and immediate needs. Practitioner created a safe and supportive environment, building a therapeutic relationship which respected Adam's pace and comfort level.

Adam chose Monday afternoon as the best time for him and the practitioner ensured the same room at the same time was booked each week. Practitioner got to know Adam's interests and used this to engage him and build on the connection between worker and service user. For example his love of football and enjoyment of doodling.

Adam's mum and dad engaged with the safe carer element of the assessment, sharing their views as well as their own thoughts and feelings.

The practitioner also spoke to Adam's social worker, the school, the investigating officer, taking a holistic approach for Adam.

As part of completing the assessment of therapeutic need Adam's thoughts and feelings of what would be helpful was sought and he was involved in the decision making about the LTFI intervention going forward.

LTFI assessment found that further intervention and support would help Adam and his family move forward. Adam's mum and dad both believed their son and acted supportively. Despite being separated they supported Adam throughout.

The intervention focused on the areas of need identified by the assessment.

Part of the work focused on triggers Adam was experiencing, with him using self-harm to manage his feelings following it. Whilst we needed to work on the triggers, we also need to consider safety, and so using the safeguarding policy, the practitioner spoke with Adam's parents to create a safety plan. This however created a barrier for Adam to continue attending sessions. A good working agreement helped to refer back to re confidentiality, whilst acknowledging and validated his feelings.

Work continued on triggers which lead to a decrease in PTS for Adam.

Intervention also focused on reframing negative thoughts and finding positive self-affirmations was helpful in decreasing anxiety as well as increasing his self esteem, which ultimately increased resilience and built on his coping skills.

Both of which enabled trust in others to be built upon.

Moving towards integrating trauma and endings, Adam chose to write a 'no post' letter to his step-father describing the impact his actions had on him. He then chose to burn the letter and throw rocks containing elements of the hurt Paul had caused into the sea.

By the end of the work, Adam felt more empowered and in control of his healing journey. Adam was able to manage his symptoms more effectively, build healthier relationships and developed a stronger sense of self-worth. Whilst the journey is ongoing, Adam experiences a significant improvement in his mental health and quality of life.

- ❖ By working in a patient, empathetic way and understanding the way Adam was impacted worked to support him holistically.
- ❖ By using a trauma informed approach, not just addressing the trauma itself, but creating a supportive environment where Adam felt safe, respected and in control of his healing journey allowed for a therapeutic relationship.

# Examples of work completed during Letting the Future In sessions (\*consent has been granted to use these images)



# Domestic Abuse Recovering Together (DART)

Information for Professionals

Helping children and families recover  
from domestic abuse.

## How it works

**DART is a 10-week programme that helps mothers and children strengthen their relationship following domestic abuse.**

### Who's it for?

DART is for mothers and children (aged 7-14) who've experienced domestic abuse. Over a 10-week programme, they explore their issues within a safe and friendly environment, promoting openness and honesty.

This programme is designed for one mum and one child per family. But if they have more than one child, you may invite them to complete the programme with the other children at a later time.

### What are the goals of a DART group?

We'll help mothers and children:

- ▶ understand what domestic abuse is
- ▶ learn how to talk about domestic abuse
- ▶ express their feelings in healthy ways
- ▶ know they are not to blame
- ▶ identify protection strategies
- ▶ build their confidence and self-esteem.

**“We know that mums find the group process empowering, and that children learn abuse is not their fault.”**

Ahmed, DART practitioner



# DART



# Background and Rationale

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The DART programme is based on the 'Talking to My Mum' research undertaken by the University of Warwick which shows that outcomes for children are improved if the non-abusive parent is supported to an active part in the child's recovery.

# How will this be achieved? Aims?

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- By improving communication between mother and child.
- Breaking down the idea of a 'family secret'.
- Providing great confidence to mothers in parenting.
- Providing mothers and children with a better understanding of how domestic abuse has impacted upon their relationship.
- Helping mothers and their children to move forward as a family unit.
- Equipping mothers and their children with the skills to continue to develop positive relationships at home.
- Modelling behaviour.
- Helping mothers and children deal with feelings such as anger, guilt and responsibility.
- Helping mothers and children in taking responsibility without blaming self.

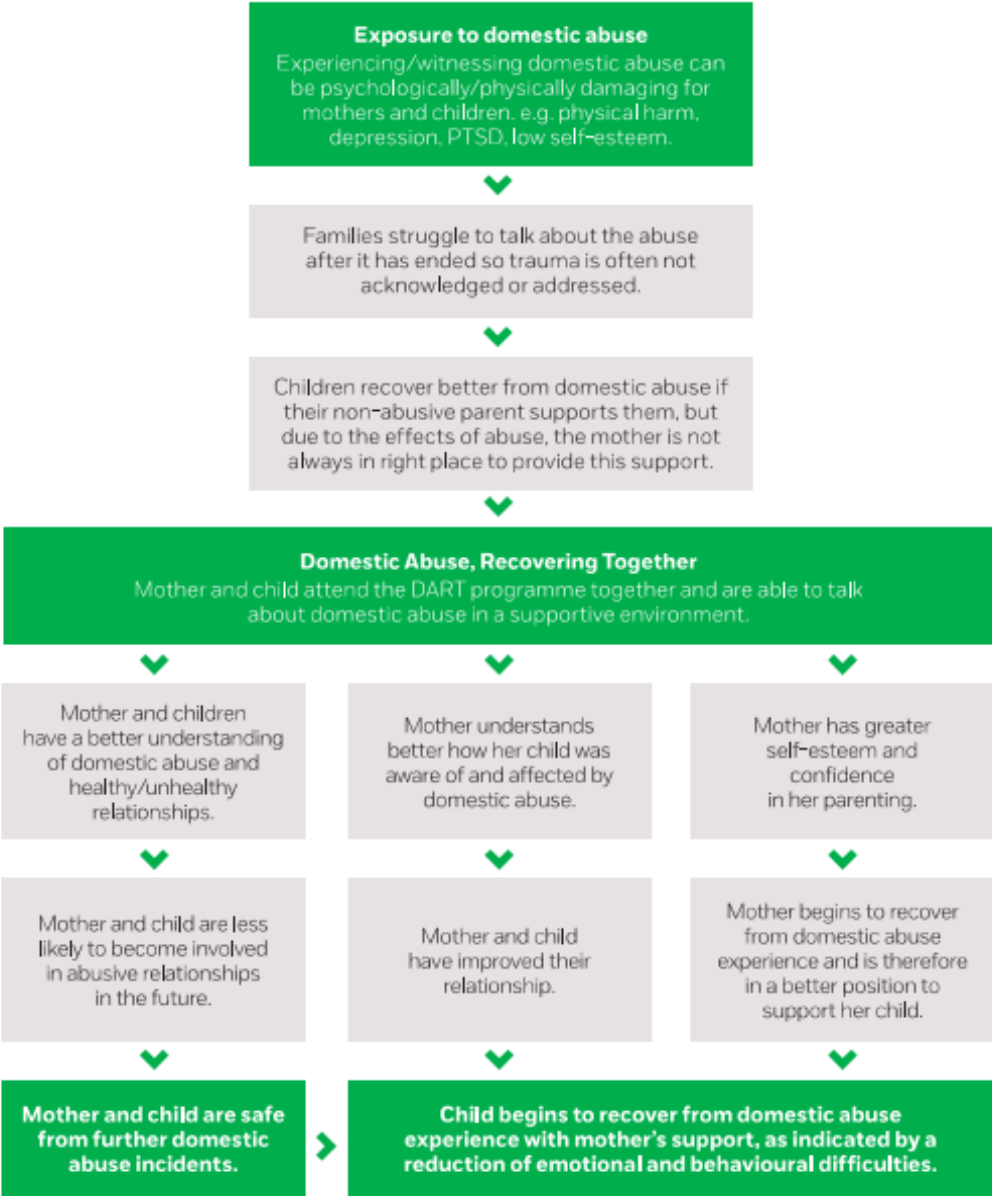
# What does the sessions cover?

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- **Defining domestic abuse and its impact**
- **Feelings and relationships**
- **Exploring feelings**
- **Challenging emotions**
- **Managing loss and embracing change**
- **Health relationships**
- **Safety planning and safe networks**
- **Positive communication skills**
- **Moving forward**

# The theory of change



# Evaluation

- DART has been subject to robust evaluation, designed and administered by the NSPCC using a mixed methodology with standardised measures, survey data and qualitative interviews.
- Almost two thirds (62 %) of mothers with low self-esteem reported substantially improved levels of self esteem following completion of DART.
- Over half (51 %) of children with high or moderate behavioural and emotional difficulties reported substantially lower levels of need following completion of DART.
- Following completion of DART, 88 percent of children who found their mothers struggled to show them affection reported substantially improved relationships with their mothers.

# What did mothers and children say about DART?

**“We have always had a closeness and that was damaged. It seems to be coming back.”**

**“My child is happier now he is able to express his emotions.”**

**“With [DART worker] I finally felt like I had someone to talk to. I had all these thoughts and feelings built up over so many years, I felt like a shaken bottle of pop, ready to explode. I felt like someone was listening and taking notice of what was going on.”**

**“I feel I and my daughter have learnt a lot coming here and we’ve become closer and understand each other more.”**

**“The experience has helped my son a great deal and was also fun for him to do.”**

**“Staff lovely, caring and listening to you. Great activities.”**

# Referral Criteria

- Programme is for one child aged 7–14.
- Lived with domestic abuse experience.
- Assessed as harmed by this.
- Perpetrator no longer part of household.
- Abuse perpetrated towards female (mother).
- Able and willing to travel to Belfast for the programme.

## Exclusions

- Maternal inability to participate in group (for example, severe Mental Health reasons)
- Child inability to participate in group (for example, cognitive impairment or behavioural issues)
- Child is known to have been subject to other forms of abuse (for example sexual abuse that is unresolved and may require alternative intervention).

# Referral Process

- **Self-referrals** accepted (by telephone).
- **Professional referral** via either arranged telephone call **028 2044 1650**, or NSPCC referral form via email (to: **nihubadmin@nspcc.org.uk**) or post **NSPCC Hub Belfast, Jennymount Business Park North Derby Street Belfast Antrim BT15 3HN**.



Microsoft Word  
Document

- If **specific information** is requested but unknown, e.g. partner details, family history etc please indicate “not known” rather than leave blank.

# Young Witness Service



# Aims of the service

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1

To ensure that the needs of young witnesses are fully understood, respected and met within the criminal justice system

2

To reduce the risk of secondary trauma occurring as a result of the court/legal process

3

To help enable young witnesses to achieve their best evidence in criminal justice proceedings by providing all appropriate practical and emotional i.e by making requests for Registered Intermediary assessments and ensuring special measures are suitable and in place (Criminal Evidence (Northern Ireland) Order 1999

4

To Advocate children and young people's rights under the legislation- Victims Charter, UN Convention on the rights of the child.

# Recent Legislation and Policy

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## **The Victim Charter (Justice Act (Northern Ireland) 2015) Order (Northern Ireland) 2015**

Outlines how Victims of crime should be treated and what advice, support and practical information they can receive. Separate publication specifically for Young People created by NSPCC Young Witnesses Participation Group

## **The Gillen Review 2019**

253 Recommendations to improve the law and procedures in serious sexual offences in Northern Ireland with specific reference to Chapter 14- “The Voice of the Child.”

## **Gillen Review Implementation Programme**

Remote Evidence Centres, There are now three REC Sites-Bishop Street, Craigavon and Belfast

# Young Witness Service

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Depending on their particular needs or the challenges they may face,

# What is the nature of the service?

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**Provision of relevant and appropriate information to the young witness regarding the court process and giving evidence (court witness skills)**

**The provision of information to the court re the young witness's specific needs**

**Accompanying officer (NSPCC volunteer or practitioner) in the TV link room**

# What is the nature of the service?

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**Liaison with professionals involved with the child/young person – e.g. Family & Child Care Professionals (social services), teaching staff, CAMHS (Child Adolescent Mental Health Service)**

**Help completing a Victim Personal Statement (post-proceedings)**

**Onward referral where required (e.g. CAMHS)**

# Young Witness Service-Working Partnerships

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**PPS (Public Prosecution Service)– liaise with involved personnel as required to ensure they are aware of the particular child’s needs**

**Coordination re the child’s evidence and attendance at Court**



**Working with Registered Intermediaries to ensure communication needs are met**

**Liaison with PSNI Investigating Officer**

**Working with our partner agency Victim support when child and adult witnesses require support through a case**

# The NSPCC Young Witness Service

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## What do young witnesses say?

“

Absolutely amazing super friendly and very understanding, makes the experience less stressful, the staff and volunteer were absolutely amazing and deserve HIGH praise, thank you so much!!!”

“

“Very helpful and supportive people. They stayed with us till the end. Informing and comforting us during the trial. We are so grateful and thankful for your help.”

# Ongoing Issues

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- 1 Delay – Before and during trial
- 2 Postcode lottery
- 3 Special measures and witness choice
- 4 Questioning
- 5 Inter-agency communication and training

# The NSPCC Young Witness Service

**Justice Minister meets newest member of the team, Sebastian:**



# Schools Service- Speak out. Stay safe



# Our aims are for children to....

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- 1 Know what abuse is, understand the different types of abuse and can recognise abuse towards themselves and other children
- 2 Know that a child is never to blame if they experience abuse
- 3 Be able to correctly attribute responsibility for abuse
- 4 Know it is their right to feel safe and to get help if they need it
- 5 Know who they can talk to if they should need help
- 6 Feel empowered and motivated to seek help should they or someone need it in the future
- 7 Have increased knowledge of how to access NSPCC support

# Speak out. Stay safe.

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- **In 2024/25, we reached 66,060 children in 271 primary schools in Northern Ireland.**
- **In 186 of these schools, we delivered additional, face to face workshops to 18,785 children aged 6-7 and 9-11 years old. (24/25)**





# NSPCC

## Talk Relationships

**Support for secondary school teachers & leaders to confidently deliver inclusive relationships & sex education**

[Http://learning.nspcc.org.uk/services/talk-relationships](http://learning.nspcc.org.uk/services/talk-relationships)



# Talk Relationships includes:

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An **e-learning course for educators** to help them feel confident when delivering sex & relationships education



An **e-learning course for school leaders**; implementing a whole school approach



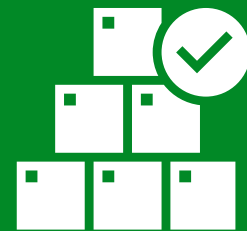
**15 lesson** plans created by experts from PSHE Association & NSPCC



6 specialist lesson plans for young people with **SEND/ASN/ALN**



A **dedicated helpline** to provide advice and guidance to secondary school educators who deliver sex education



A **Whole School Approach Framework** to sex and relationships education

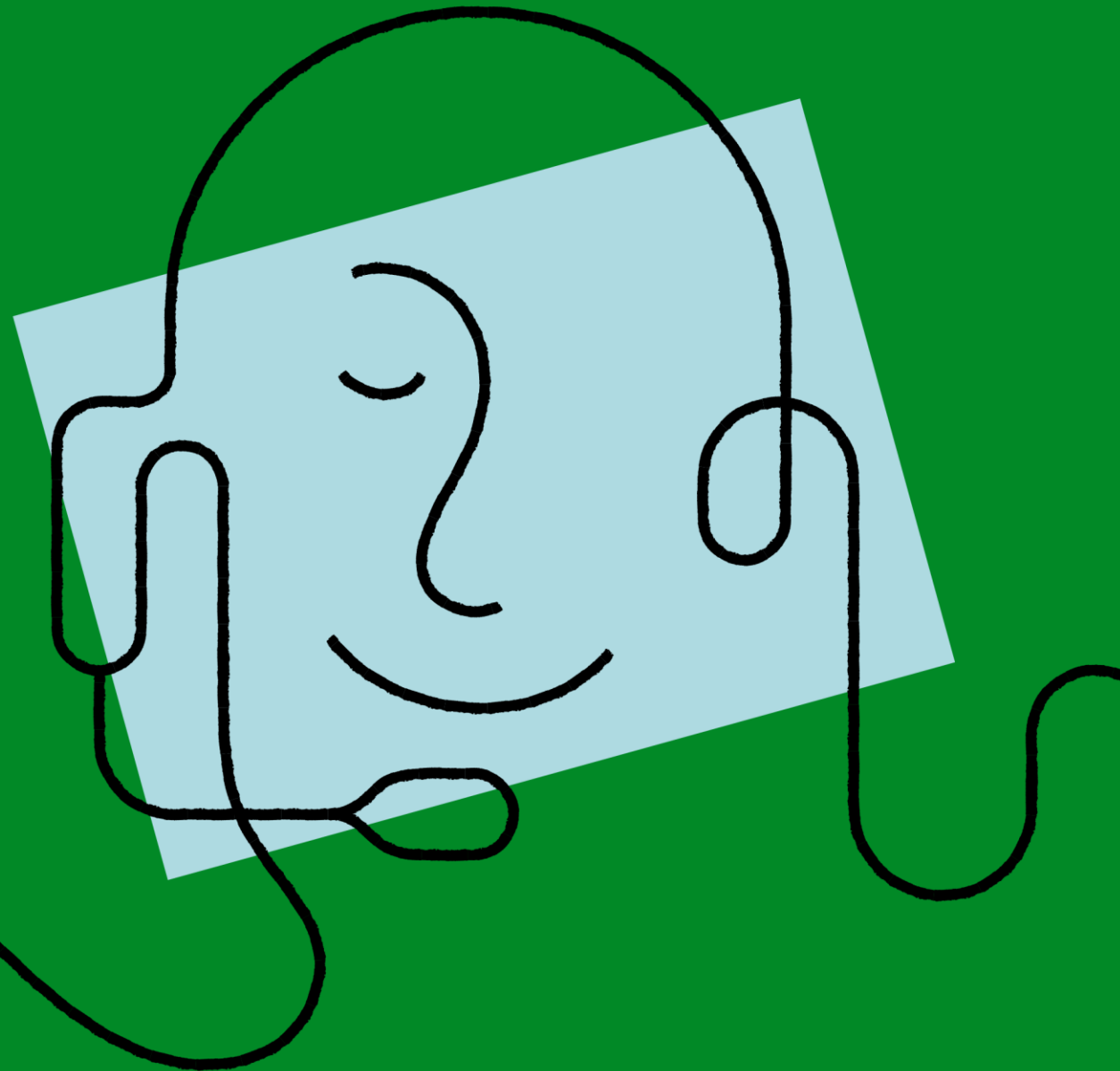
Call **0800 389 5347** or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) with "Talk Relationships" in the subject line. We are available from 8am-10pm Monday to Friday and 9am-6pm on Saturday and Sunday.

# NSPCC

**NSPCC Helpline**  
**What we do & how**  
**we can help you**

## Helpline

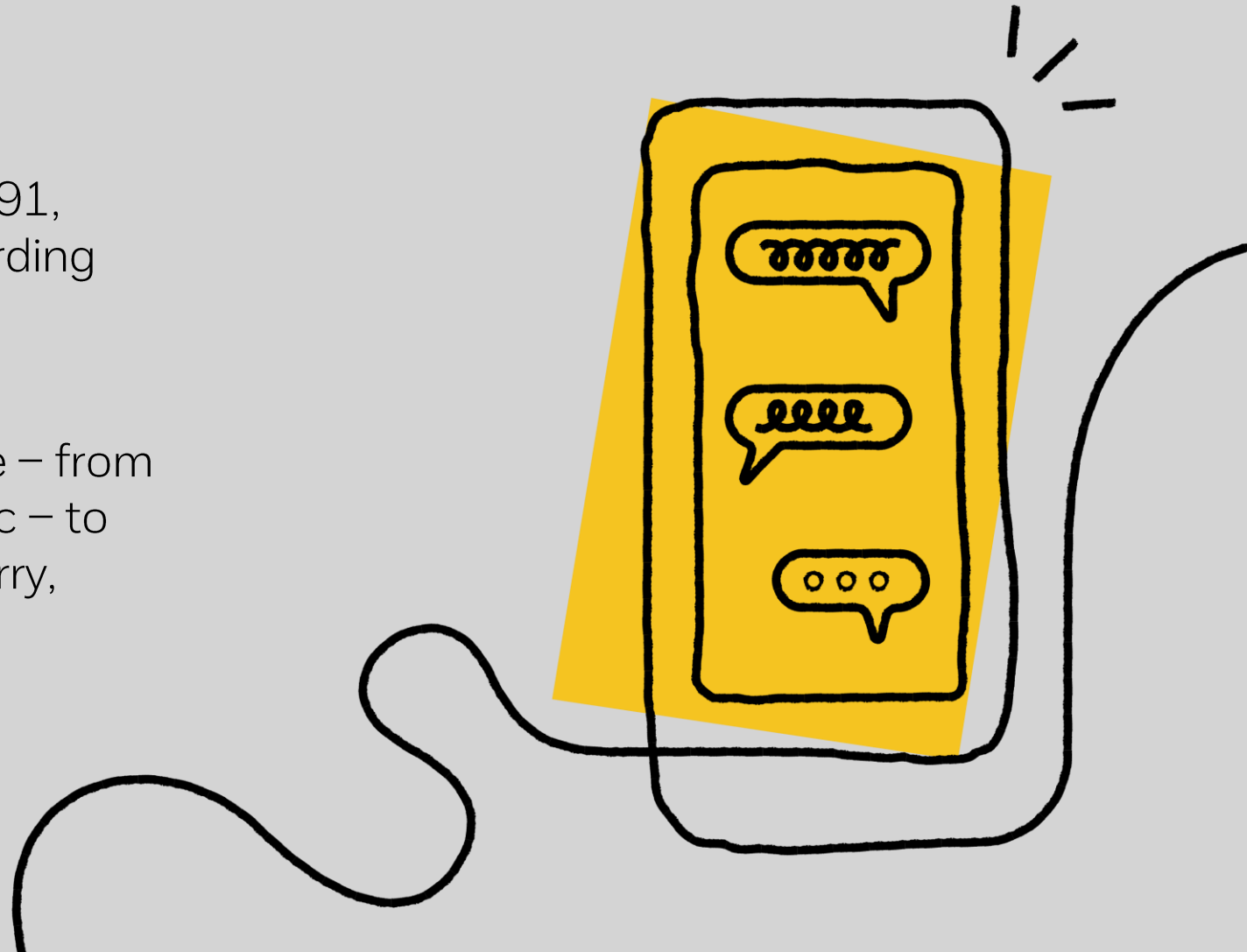
**For any concerns about a child**  
**[help@nspcc.org.uk](mailto:help@nspcc.org.uk) | 0808 800 5000**



# About the NSPCC Helpline

The NSPCC Helpline was established in 1991, offering a Helpline to support and safeguarding children and young people.

The Helpline is a service for adults with any concerns about a child. We want everyone – from parents to professionals, to the wider public – to know they can contact us whatever the worry, without hesitation.



# How and when we can be contacted

The NSPCC Helpline can be contacted by:

Phone – 0808 800 5000

Email – [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Social Media

At any time that is right for you.

The Helpline is a national service that covers the whole of the UK and Channel Islands.

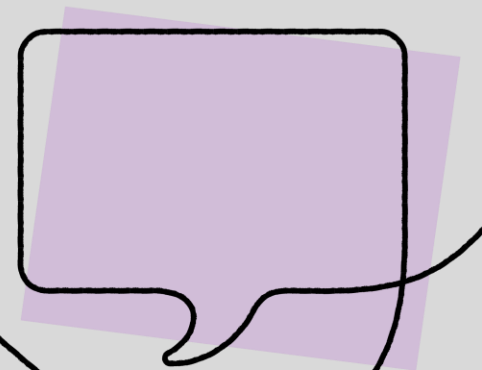
The Helpline is free to use, with a freephone telephone number.

# Contacts to the Helpline

The Helpline continues to respond to professionals, parents, carers, other family members or the wider public and to develop the service it offers to agencies seeking safeguarding support through Commissioned Helplines.

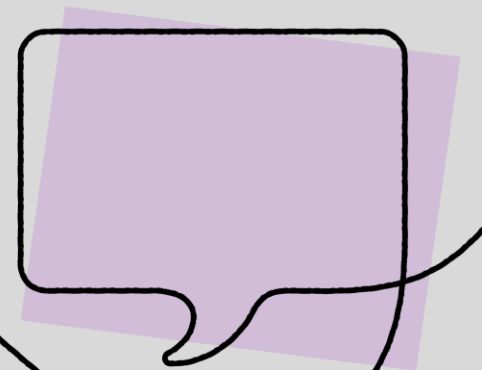
We continue to receive contacts from adults who want to talk about their experiences of being abused as child and to consider their options and support needs now.

We also get contacted by children or young people who are worried and concerned for the welfare of a friend or a sibling and want to share their concerns with a statutory agency.



# Contacts to the Helpline

- In 2025/2026 the Helpline responded to to over 70,000 contacts from people with concerns about a child's welfare,
- In the same year concerns around neglect, physical abuse, contact sexual abuse and exploitation, and domestic abuse were the most common reason for contacting the NSPCC Helpline
- Over Christmas 2025 the Helpline handled 1119 on the 12 days of Christmas



# What other services does the Helpline provide?

The NSPCC Helpline also offer dedicated national Helplines including:

- FGM Helpline
- The Whistleblowing Helpline
- The Report Abuse in Education Helpline
- Talk Relationships Helpline

# Comission Helpines and Partnerships

The NSPCC Helpline works in partnership with businesses and sport organisations or other charities to provide safeguarding support

- Report Abuse in Football
- RSPCA
- Young Minds
- Diabetes UK

**In addition, we also advise on :**

- High profile investigations in collaboration the police
- NHS England where concerns have been raised in hospital settings

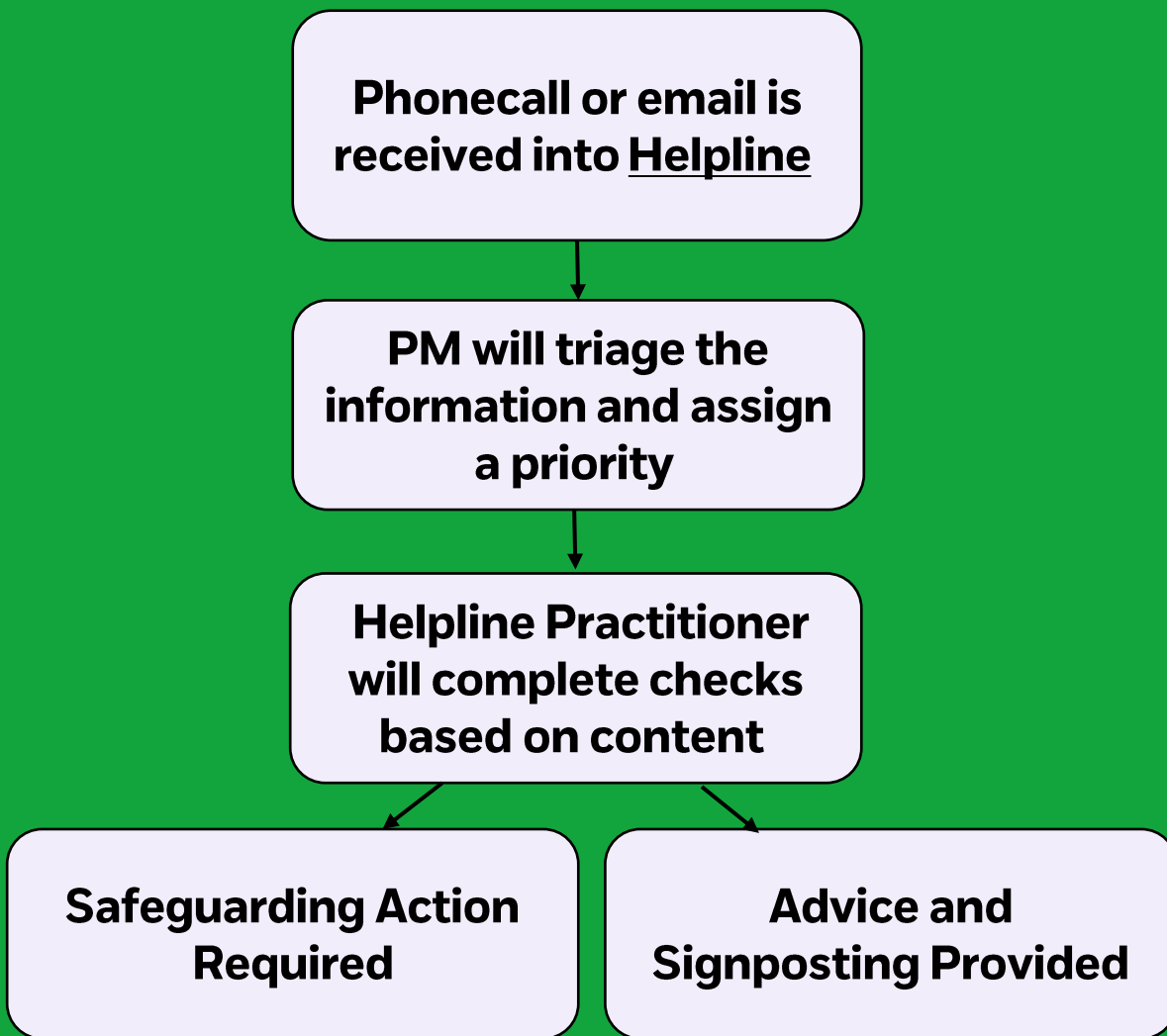


# Travel Industry

The NSPCC works in partnership with organisations within the travel Industry and will offer support by:

- Reviewing any safeguarding incident forms made by travel companies to decide whether referrals are required to statutory agencies
- Making any onward referrals that are deemed necessary
- Providing advice for staff in resort who may be continuing to support families who have been subject to an incident
- Provide advice on specific safeguarding cases where required.

# The Journey of a referral



# Domestic abuse



# DAPA Roles within the Helpline



Casework



Live Advice &  
Consultancy



Training

# Recovery is Possible

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**“With your help I’m positive about our future and excited for a new start.**

**I have really valued your guidance, kindness, and belief in me - it has made a real difference in helping me keep going through this relentless situation.**

**Before contacting the NSPCC I genuinely thought my life was never going to change and I just had to accept what he was doing.”**

# Feedback about the NSPCC Helpline

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**I phoned on Sunday in regards to a comment my granddaughter made. I called your helpline who was absolutely fantastic, I was advised on what to do, plus what I can do in the future to help my granddaughter**

**Thank you very much. I am very impressed with both your swift response and professionalism. I had a call from children's service and trust now that they will act in the best interests of these particular children"**

# childline

A life-changing **NSPCC** service

## Follow Childline on social media:

Instagram: [@childline\\_official](#)

Facebook: [@Childline](#)

TikTok: [@Childline](#)

# Contacting Childline

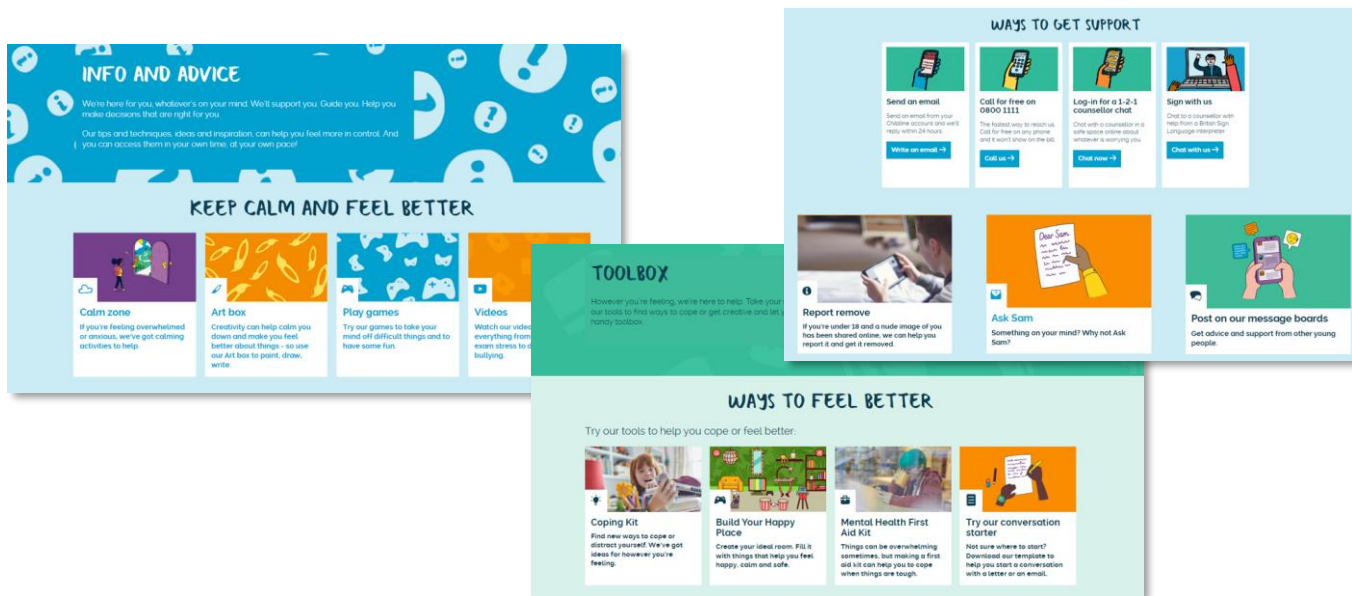
## Childline is here 24 hours a day, 365 days a year

Young people can contact Childline about **anything**. They can speak or write about anything in their lives from homework to puberty to family relationships, from feeling happy to feeling suicidal with everything in between.

Young people can contact us online through **1-2-1 chat** or **email** and **call us for free on 0800 1111** (they do not need to have phone credit, and the number does not show on phone bills, though it does need to be deleted from call history).

The main Childline site, [www.childline.org.uk](http://www.childline.org.uk), contains different sections from **information and advice** on a wide range of issues affecting young people, the people they live with and know; **peer support**; **self-help** and **creative outlets** to access to the Childline counsellors online. This is available **24/7** and is about offering young people **easily accessible resources** at any time.

[Childline for under 12s](#) | [Childline](#) explains our age-appropriate content for under 12s.



## Resources

- The [message boards](#) are a public forum in which young people support each other with anything in their lives – from complex mental health issues to sharing their favourite recipes.
- [Ask Sam](#) is what may have traditionally been referred to as a problem page. Young people can submit a letter to “Sam” about anything at all.
- The [Calm Zone](#) has breathing exercises, activities, videos and games to help with stress.
- The [Coping Kit](#) allows young people to try different, easily accessible things to help cope.
- The [Mental Health First Aid Kit](#) includes ways a young person can distract themselves, how to relax and how to identify those who can support them.
- [Childline Games](#) can be used for coping purposes, to express feelings, to refocus or to just have some fun.

## Accessibility

- [Our Deaf Zone](#) offers advice and support in English and BSL and a young person can also contact a Childline counsellor via SignVideo, through a BSL interpreter.
- It is possible to arrange a time to speak with a Welsh-speaking counsellor and the site also has [Advice in Welsh](#).
- We use **Recite Me**, an accessibility toolbar, to allow young people to change font size, colour and style, including a dyslexia friendly font; to translate the site into over 100 languages; to read sections of text aloud; to download audio files; to magnify or to use a reading ruler and to adjust the colour contrast.

# Childline's Confidentiality Policy

## At Childline, our confidentiality policy is what makes us unique

At Childline our **confidentiality policy is what makes us unique and is different** to other organisations. In many instances we do not need to pass on information that young people tell us unless it meets our confidentiality policy threshold.

Having a **higher level of confidentiality** allows a **safe space** for young people to come to about things they may not feel able to talk to other professionals about, due to fear of what they say being passed on.

Our confidentiality policy allows for young people to have **more control** in what is shared and what happens in their lives. We work with young people to **empower them**, to **help them understand their choices**, and **advocate on their behalf** if they want or need us.

You can find out more about Childline on our [NSPCC Learning page](#) and the video link explains how we work in more detail.

“The confidentiality promise made me less anxious to tell you about the issues at home, I feel so much better for sharing what’s going on and how I’m feeling”

Girl, 14



## CONFIDENTIALITY AT CHILDLINE

Childline is a safe place to talk. Whenever you speak to us it's confidential and we won't tell other people what you've said. We only might need to say or do something if:

- you ask us to
- we believe your life or someone else's life is in danger
- you're being hurt by someone in a position of trust who is able to hurt other children like a teacher, religious leader, sports coach, police officer or doctor
- you tell us that you're seriously hurting another person
- you tell us about another child who's being hurt and is not able to tell someone or understand what is happening to them
- we're told we have to by law, for example for a court case.

# Confidentiality

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# Some of the issues children and young people talk to us about

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Mental/ Emotional Health



Friendship Issues & Bullying



Just to check in and say 'hi'



Self-harm



Suicidal thoughts and feelings



School and exam stress



Sex/ Relationships/ Puberty



Family relationships



Physical, Sexual & Emotional Abuse & Neglect



Gender, Sexuality and Identity Issues

# The Childline Volunteer Counsellor Role

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- Childline volunteer counsellors work alongside staff practitioners answering calls, chats & emails from young people
- Practitioners help and support volunteers in talking to young people so you are never alone on a contact



**Commit to a minimum of 26 shifts per year, across evenings and weekend shifts**



**Attend regular shifts lasting between 2 to 4 hours depending on the base and brief / debrief. On shift you will answer calls, chats & emails.**



**Complete mandatory 12 weeks of training**



Complete Continuous Professional Development (CPD) workshops and attend regular supervisions

# Report Remove

Report Remove is an award-winning tool, provided by Childline and the [Internet Watch Foundation](#) (IWF), that allows young people to report an image or video shared online, to see if it's possible to get it taken down.

When a young person loses control of a nude image of themselves, it can be very distressing. It's important that young people don't feel judged when this happens, and you should reassure them that **they're not to blame**.

You can help a young person **aged under 18** to use the **Report Remove tool** to see if the image or video can be taken down, and Childline can provide further support.

Please watch the 'Supporting Young People to use Report Remove: Guidance for professionals' video below -

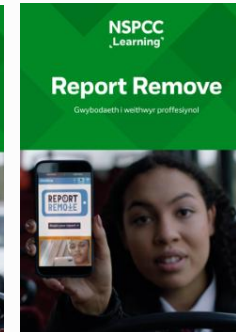
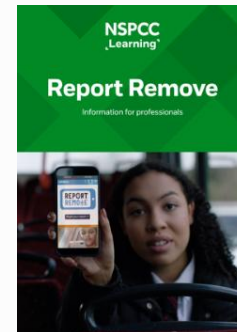
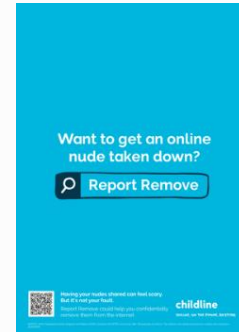


Thank you for sharing Report Remove with me. I've been so stressed about all this; I haven't been able to sleep at night. I don't even know if my nudes have been posted or not, but just knowing that something can be done about it is a massive relief. Thanks again for being so helpful and understanding.

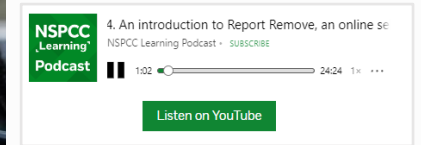
Boy, 17, Childline

## Report Remove resources

Below you can find our resources for understanding and raising awareness of Report Remove, including our **information pack, posters and podcast**. You can find out more on our [NSPCC Learning page](#). **Click the image links below**

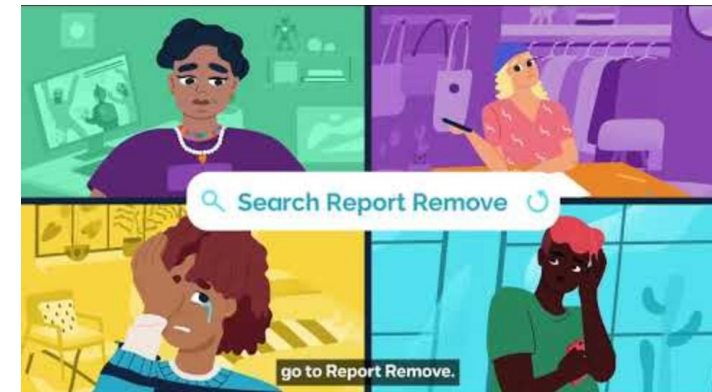


Download our [information pack](#), listen to our [NSPCC podcast](#) about Report Remove.



## Information about report remove for young people

You can let young people know about the [Childline website Report Remove page](#) where they can find out more about Report Remove, FAQs and videos.





# Volunteering for the NSPCC and Childline



# Ways you can volunteer

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Volunteer for Childline

Volunteer for Speak out, Stay safe

Help out at an event

Volunteer in our offices

Fundraise in your community

Support Young Witnesses at Court

Child protection in sport unit

**Local Campaigns:**

**Talk Pants**

**Look Say Sing play**

**Safe to Be**

**See our website**



# The Collective

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The Collective is a space for you to inspire and lead. The Collective was created by the NSPCC to get young people involved with what we do - keeping children safe. But we can't do that without making sure that young people like you are at the heart of our work.

Through becoming part of The Collective, we want all young people to have a platform where they can amplify the issues they care most about, share their thoughts and ideas, and help us create lasting change for future generations.

You will receive a monthly newsletter with opportunities where you can make a real impact - from shaping our services and campaigns to contributing to cutting-edge research.



**A space for young people  
to inspire and lead**

[bit.ly/NSPCCCollective](https://bit.ly/NSPCCCollective)

**NSPCC**  
**Learning<sup>1</sup>**

# **An Introduction to NSPCC Learning**

# What is NSPCC Learning?

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- NSPCC Learning provides training and resources in safeguarding and child protection.
- CASPAR - Current Awareness Service for Policy, Practice and Research, which NSPCC staff and external professionals and other adults can sign up to.
- Key Topics: Child abuse and neglect, safeguarding and child protection, children and families at risk, child protection system in the UK, Case reviews, schools, statistics on child abuse.



Safeguarding resources and child protection training for social workers.

- **Free newsletters and email alerts** [\[link\]](#)  
Our emails keep you up to date with the latest safeguarding news.
- **Resources for social workers** [\[link\]](#)  
Our briefings summarise key issues, guidance and all the latest research about child protection.
- **Learning from case review briefings** [\[link\]](#)  
Thematic briefings highlighting the learning, risk factors and practice recommendations from case reviews.
- **Self-assessment tool** [\[link\]](#)  
Audit your organisation's safeguarding and child protection policies with our free online checklist.
- **Online and in-person training courses** [\[link\]](#)  
We have a range of introductory and advanced training courses for anyone working in social care.
- **Follow NSPCC Learning on LinkedIn** [\[link\]](#)  
Keep up to date with all of our latest blogs, podcasts and safeguarding updates.

Visit [nspcc.org.uk/learning](https://nspcc.org.uk/learning)

Thank You

# Talk PANTS

TALK

P

A

N

T

S

AND HELP KEEP  
CHILDREN SAFE



NSPCC

# What is Talk PANTS?

- Talk PANTS **teaches children that their body belongs to them, and empowers them to speak out** if anything makes them feel upset or worried
- With the help of our friendly dinosaur Pantosaurus, Talk PANTS is **age-appropriate conversations, activities and lessons to help keep children safe from sexual abuse**



# Key Talk PANTS message

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From **P** through to **S**, each letter of PANTS provides a simple but valuable rule!

# Aims of Talk PANTS

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- The NSPCC wanted to run a campaign responding to the increased concerns of parents and carers
- The Primary audience = parents and carers of children aged 4-8
- To encourage parents and carers to speak to their children about keeping safe from sexual abuse, giving them the confidence to have these conversations.
- Parents and carers can play an important role in keeping their children safe from sexual abuse by talking to them.
- Parents & carers have an important role in facilitating disclosures

# NSPCC

presents



PANTOSAURUS

# Reshaping and Redeveloping:

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- Packs for schools to deliver ‘Underwear rule’ sessions.
- Translated materials for new migrant families- Latvian, Lithuanian, Polish, Russian, Bulgarian, Tetum, Arabic, Irish and a range of other languages
- Resource for children with autism and learning difficulties.
- Resource for deaf children/parents.
- Additional guidance for foster carers and early years settings.
- Local campaigns in partnership with local communities and agencies.



NSPCC



# look say sing play

EVERY CHILDHOOD IS WORTH FIGHTING FOR

powered by  
**vrom**™



# About the campaign

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Look, Say, Sing, Play empowers parents to change everyday moments into brain-building ones.

Our aim is to help parents give their child the best start in life – both by building their brain and strengthening bonds.



# About the campaign

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The campaign is based on fun and easy tips to help parents have high quality interactions with their baby.

Every tip comes with an explanation, so parents can understand the importance of what they're doing and feel empowered.



# Why Look, Say Sing, Play?



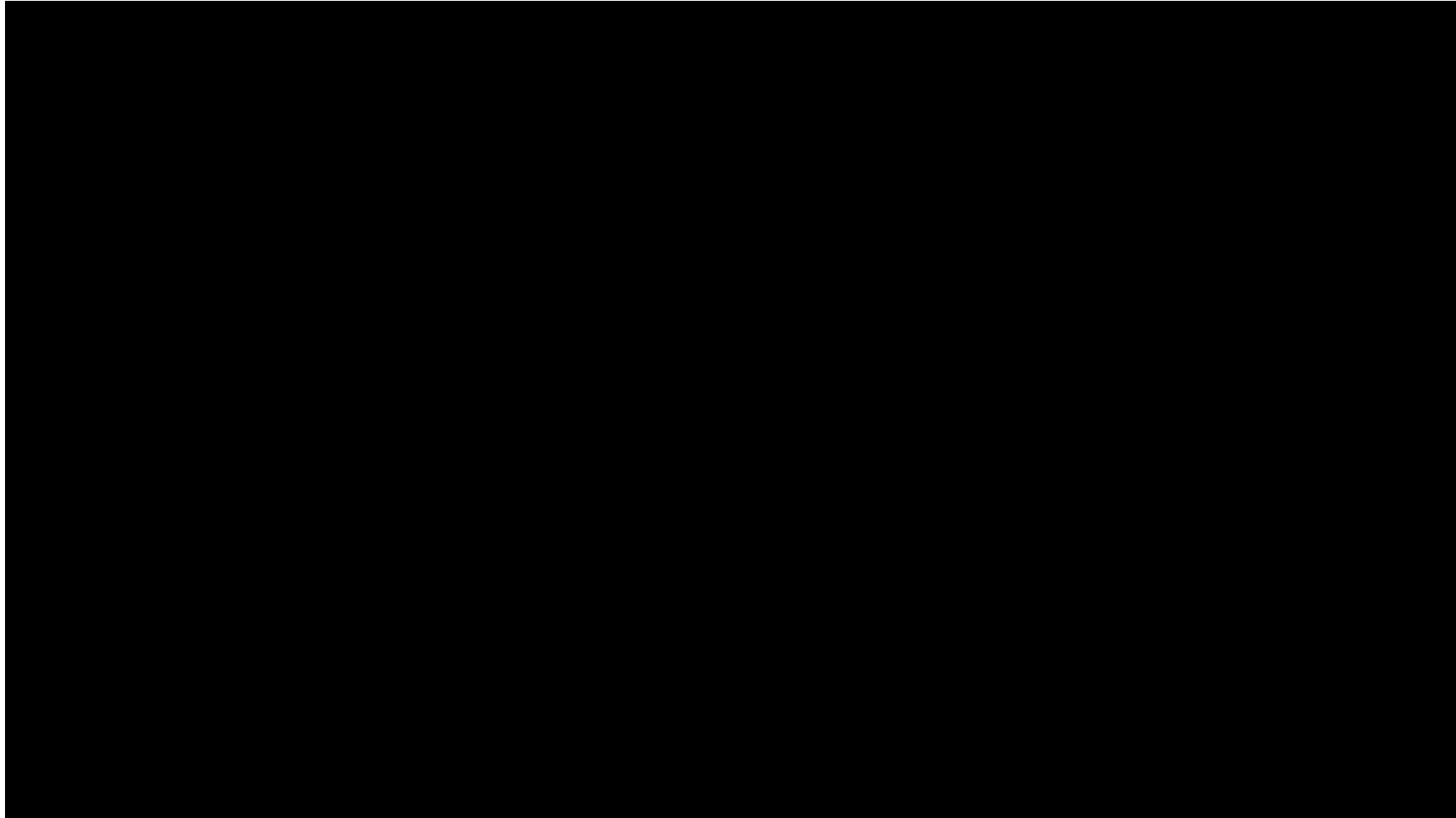
Good interaction builds a bond between parent and child which is crucial to the child's healthy development.

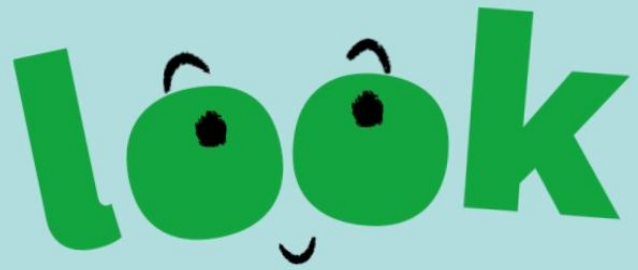
**Without this attachment, abuse is a much more significant risk.**



We want to enable good interactions by giving parents the tools and confidence to do it well.

# Thinking about baby brains





look

at what your baby's focusing  
on and how they react



say

what you're doing in silly  
voices and use funny faces



sing

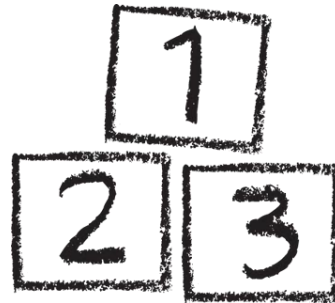
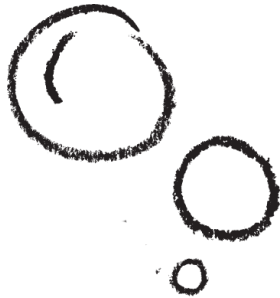
along to your favourite  
tunes or make up your own



play

simple games and see what  
your baby enjoys

## Recap: The three pillars of the campaign



### Elevate

the importance of early years interaction with your child

**To normalise behaviours and make interaction purposeful**

### Educate

parents about why early years interaction is important

**Giving parents a reason to engage and action**

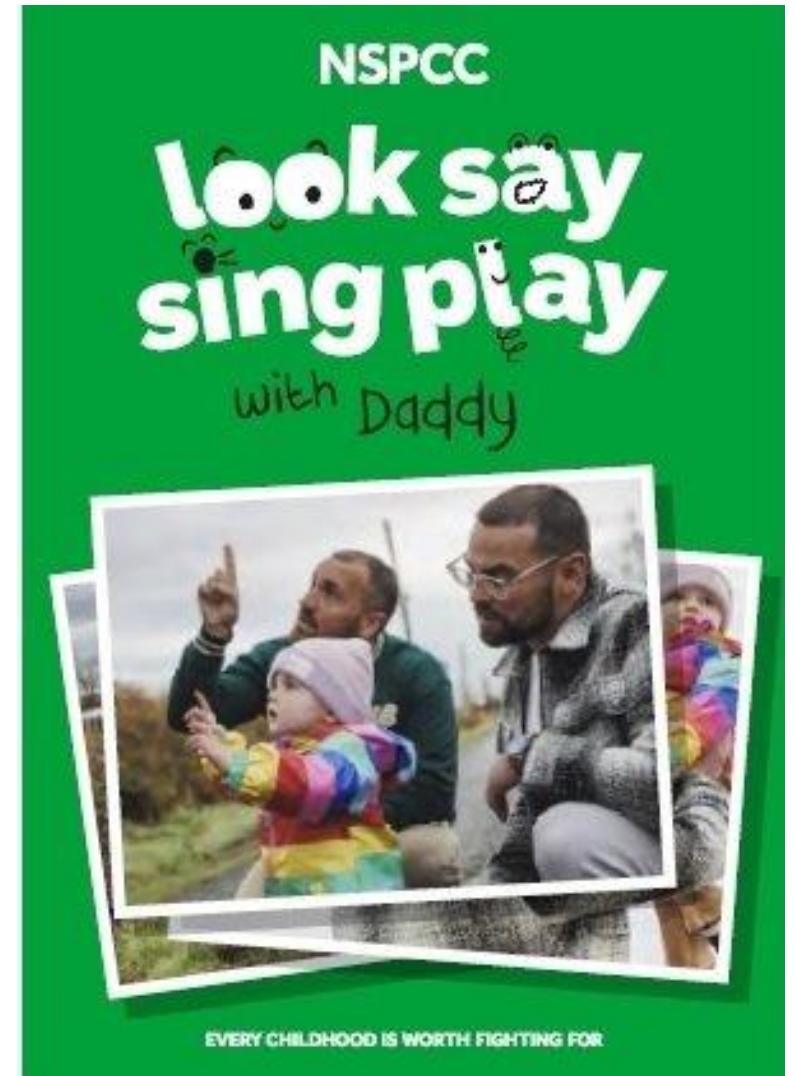
### Equip

parents with an understanding of what they need to do

**To support parents to improve their interactions**

# LSSP with Daddy

- Developed in consultation with dads and professionals.
- Focused on the areas that the dads told us they had most interest in:
  - Quiet time with baby
  - Things to do as a family
  - Activities that were outdoors/active.



# Flashcards for refugee and displaced mums

We worked in collaboration with Project Mama to adapt the flashcards to make them accessible for refugee and displaced mums.

Project Mama provided valuable input into the type of activities to be included, the design of the overall flashcards and simplifying the language.

We worked with a Bristol based illustrator, Rosanna, who created detailed images to demonstrate activities and reflect the diversity of mums we want to reach.



# **End Violence Against Women and Girls**

Local Campaigns

# Healthy Relationships Youth-led Campaign

Developed in partnership with **LGBTQIA+ young people**

Uses **participatory, arts-based methods**

Provides a **safe, inclusive space** for youth to shape the narrative

Aims to **challenge harmful norms and behaviours**



# Healthy Relationships Youth-led Campaign

## Key Outputs:

- **Bespoke Campaign Toolkit** created by LGBTQIA+ young people to share messaging across urban & rural communities
- **Support Pathways built-in:** Signposts to **Childline, Helplines, and local services**

