### Predator Proofing Your Organization

Optimizing for Safety – Part One





#### Predator Proofing Your Organization Overview

- Overview of the Numbers
- #1 Reason Organizations Are Taken To Court
- Predators Who Are They? Offender Categories
- Personal Characteristics & Grooming Changes
- Common Environmental Elements Where They Thrive
- Victim Identification Traits That Catch Attention
- Wrap Up & Part #2



# Predator Proofing Your Organization

Overview of the Numbers

859,500

Registered Sex Offenders (Increases 28,125 / Year)

33% Girls / 25% Boys

Children Sexually Assaulted Before 18 Years

<10%

Will Ever Disclose Their Abuse

> 100,000

Offenders Fail to Register
Each Year

40%

Offenders Are Under 18 Years

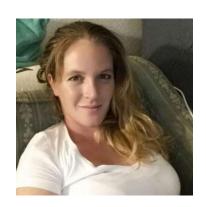
90%

Child Victims Know Their Abusers

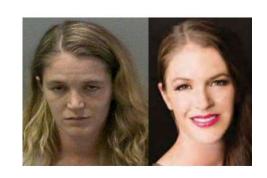
# Common Characteristics Who Are They?

- No Stereotype
- Male (80-90%) and Female (10-20%)
- Young and Old
- Often Religious Rules Don't Apply
- In Positions of Respect and Authority













# Offender Category #1 Defined by Relationships



- Stranger
  - Never seen or limited interaction
  - Smallest category
  - ☐ Physical force or threats for compliance
  - ☐ Focus on perceived authority
  - Must convince child they're not a stranger



## Offender Category #2

Defined by Relationships





- ☐ Highest percentage for child centered organizations
- ☐ Grooms to lower inhibitions & increase control
- Builds trust through gifts, attention, kindness, & alcohol, drugs, money, etc
- ☐ Toxic trust can render the child helpless





# Offender Category #3

Defined by Relationships

- Intra-Familial Offender
  - ☐ Related to the victim
  - ☐ Has access but works to control to abuse & silence
  - ☐ Tend to have younger victims
  - ☐ Greater interplay exists with trust, authority & force



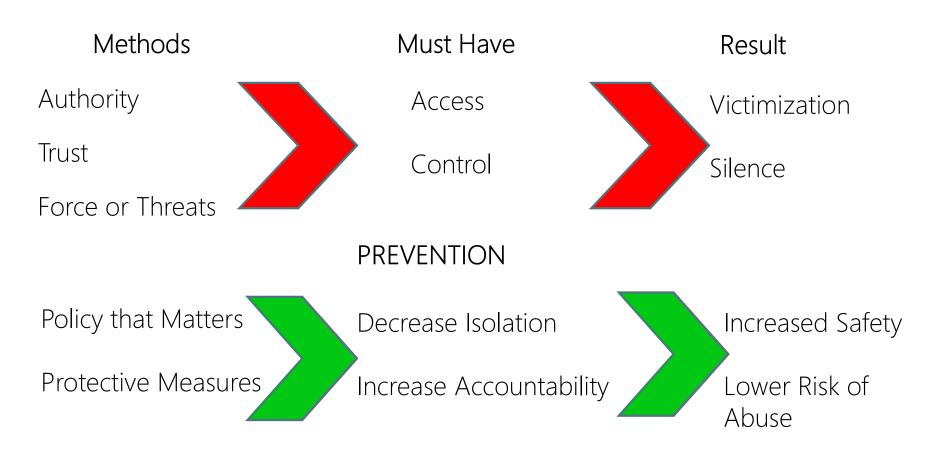


# Changes To Grooming Model Overview

- Builds Relationships Over Time
- Target Families, Boards, Others in Authority
- Often Leverages Leadership Position
- Friends Are Often Other Predators
- Often Works In Groups of Two Or More
- Online Education Opportunities
- Social Media

#### Method and Prevention

#### Knowledge is Power



\*Key Point: Perpetrators Behaviors are Highly Predictable and Repetitive



#### Common Environmental Elements

#### Safety Breakdowns

- Isolation
- Lack of Screening
- Secrecy
- Unrestricted Access
- Zero Accountability



- Low Transparency/Minimal Discussion
- No On-Going Education



# CHILD SAFETY ASSESMENT + COVID



#### CHILD SAFETY ASSESMENT + COVID

- Two Questions
  - Is my organization as safe as it can be?
  - What does child safety look like in this new normal of COVID-19?



#### Benefits of Assessment

#### Families

- Opens lines of communication
- Builds confidence
- Encourages re-engagement

#### Organization

- Fresh eyes see increased opportunity
- Prioritizes child safety
- Helps establish a new rhythm after isolation



## Top Elements of Assessment

- Survey
- Communication
- Safeguarding Committee
- Technology Germ management & Social Distancing



# Covid-19 Operational Best Practices

#### Physical Distancing

- Maintain distance of 6ft (staff, volunteers, and families)
- Consider using signage or barrier protection
- Direct foot traffic flow & eliminate areas of assembling
- Offer vulnerable children separate areas of entry & exit. Adjust arrival & departure times
- Limit the number of children in each classroom



# Covid-19 Operational Best Practices

#### Sanitation and Hygiene

- Disinfect high touch areas, toys, supplies, after every use
- Carry appropriate levels of prevention supplies
   hand sanitizer, tissues, trash cans
- Suggest people wash hands or use sanitizer prior to/after entering the building
- Ask staff, volunteers and families to self monitor and stay home if they are sick
- When appropriate have staff, volunteers wear masks for Phase 1



# Covid-19 Operational Best Practices

- Procedural Modifications
  - Check-In + Temperature
  - Children's Worship
  - Communion
  - III staff and volunteer policy provide separate space for those who get sick, but can't leave
  - Alternative ways of staying connected for kids.
     Online services and get togethers etc.



## Covid-19 Resources

- Centers for Disease Control and Prevention: https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/guidance-community-faithorganizations.html
   https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/checklist.html
- Health and Human Services: https://www.hhs.gov/ sites/default/files/3-17-20-faith-andcommunitybased-covid-19-faq.pdf
- Health and Human Services: https://www.hhs.gov/ sites/default/files/3-17-20-faith-andcommunitybased-covid-19-faq.pdf
- EPA list of COVID-19 effective disinfectants: https://www.epa.gov/pesticide-registration/list-ndisinfectants-use-against-sars-cov-2



#### Victim Identification

#### Common Traits Predators Look For In Children

- Passive, Quiet, Isolated, or Withdrawn
- Victims of Bullying
- Troubled & Lonely
- Disabled or Too Young to Articulate Experience
- Doesn't Respond Well to Authority
- Strained Family Structure
- Foster Children
- Single-Parent With Live-In Partner (Highest Risk)

# Predator Proofing Your Organization Part Two Overview

- Prevention Methods That Work
- Top Seven Protective Measures
- Reporting and Response
- What To Do If A Child Discloses Abuse
- Support Guidelines
- Wrap Up

### Safety Resources

- KidCheck Website www.kidcheck.com
  - Blog
  - Free Downloads

www.kidcheck.com/free-child-safety-resources

- Join Our Growing Social Community
  - Twitter: @KidCheck
  - Facebook: KidCheck Secure Children's Check-In
  - Pinterest: KidCheck Secure Children's Check-in
- □ Plan to Protect www.plantoprotect.com
  - Training & Education







### Volunteer Scheduling Resources

- □KidCheck Demo <u>www.kidcheck.com/free-demo/</u>
- Volunteer Scheduling Overview www.kidcheck.com/feature/scheduling/



#### Contact Information

Angela Lewton alewton@kidcheck.com

(855) 543-2432

