



### **Facilitator/ tutor notes:**

These materials are designed to be used with learners with mixed abilities and ages from a range of learning and skills settings. They are a starting point for raising awareness of safeguarding issues in their organisation and may need adjustment or additions to be more suitable for your learners. Please make any appropriate changes as necessary, as well as offering specific support to learners with specific learning needs. There will soon be a specialist resource also available from LSIS on the Excellence Gateway for learners with learning disabilities.

### **Facilitator:**

This workshop needs to be facilitated by a someone with experience of delivering interactive workshops with learners and with a good knowledge and understanding of safeguarding. The facilitator also needs to have a good understanding of how safeguarding procedures work in their organisation.

We recommend that the facilitator has undertaken the Safeguarding modules accessible on <http://www.leadershiplearning.org.uk/>

These materials can be used in one session lasting approx 90-120 minutes, or broken down as follows:

Introduction to the session, slides 1-4

Session 1: slides 5-9 including activity 1

Session 2: slides 10-13 including activity 2

Session 3: slides 14-18

Slide 18 should be used at the end of each session.

### **Preparation:**

Before delivering the session, facilitators must:

- Make themselves familiar with the content of the programme
- Prepare the materials, including inserting local information and contacts on the powerpoint slides, as indicated in red type, and printing out and cutting up the cards for each activity
- Decide whether to adapt the scenario cards for activity 3 if they are not all relevant, or create additional ones more relevant to your learners.
- Feel confident in the content in order to deliver it. It can then be adapted to make it as appropriate as possible for your learners.
- It is an option to transfer some of the information onto posters to display in your room if this is a better way of getting the information across, e.g. for slides 2, 3, 4

### **Feedback:**

As mentioned above, these materials are designed to be a starting point for your organisation and may need adjustment to be more suitable for your learners. If you have any feedback regarding the content or delivery of this workshop, please contact [safeguarding@lsis.org.uk](mailto:safeguarding@lsis.org.uk)

## Please note



- Some of the content within this session is sensitive and may be difficult to discuss
- If you would like to talk about any issues raised, please approach the facilitator or contact your Designated Person:

**Insert name of main DP/**

**Safeguarding contact for the group**



Facilitator note:

Take this opportunity to outline some boundaries for the session.

It might be necessary to put these on a flipchart, or just outline them verbally, depending on the nature of the learners and the group you are working with.

You should mention:

- Treating each other respectfully
- Confidentiality – not gossiping about each other and things people have shared, after the session
- Participating and getting involved in the discussion
- Mobiles off or silent
- Any concerns talk to the facilitator or designated person afterwards

## Session aim



To raise your awareness of what safeguarding is and what to do if you have a safeguarding concern

Facilitator note: this is not a test and learners aren't expected to have all the answers, but the aim of the session is to ensure learners know what to do and what will happen about any concerns, from now on

## Objectives of the session

By the end of the workshop, you will:



Have an understanding of what is meant by safeguarding and why it is important

Be able to identify what types of harm the provider wants you to be kept safe from

Know what to do if you have a safeguarding issue/concern, and what happens next

Understand your responsibilities in staying safe and keeping others safe

## What is safeguarding?



### Activity 1:

Working in small groups, discuss what do you think 'safeguarding' might mean?



Have you come across this term before?  
If not, what do you think it might mean?

**Facilitator note:** make sure the environment is supportive. This is not about getting the right answer, but about discussing whether they are familiar with the term and what their understanding is.

It gives you, as the provider, a good gauge as to where you are starting from (some providers feel they have done a lot of work with learners, but when they are asked to talk about what it is, they have difficulties)

## Safeguarding definition



- 'Safeguarding' is the duties and responsibilities that those providing a health, social or education service have to carry out to protect individuals from harm.

NIACE, 2009

Individuals include young people, vulnerable adults, and any other learners

### Key points:

Safeguarding looks at all types of harm and prevention of these types of harm, rather than just looking at abuse and neglect, as child protection does.

### References:

'Keeping it Safe' from National Council for Voluntary Youth Services is a manual which enables voluntary youth organisations to look at their safeguarding practices and ensure they are doing everything possible to keep young people they work with safe. Whilst it is not written for the education sector specifically, much of the content is entirely relevant.

### Safeguarding is about:



- What we would do if we think you are being harmed (or likely to be harmed)
- What you should do if you think someone else was being harmed
- What we do if we think you are about to harm someone else
- What we need you to do, to keep yourselves and others safe



2

#### Facilitators note:

Bring out discussion at this point to ascertain how much learners know about what the providers responsibility is and make sure they are clear about what would happen with safeguarding concerns, and the importance of why this action is taken, i.e. duty of care towards looking after the safety and welfare of all learners.

## Harm means



- Anything which is happening to you which is hurtful; emotionally or physically.
- It could mean bullying, sexual abuse, physical attack, being forced to do something you don't want to.
- It could be at home, at college/ training, in the workplace, with friends, online, in the street; anywhere



### Confidentiality means:



You can share personal information with any of the staff here, but:

If the staff member feels that what you tell them puts you or any other young person at risk of harm

They will have to pass it on to the designated person **Insert name of DP** who may have to take it further to support you or others and keep everyone safe.

They will only tell those who **need** to know

•

### Key points:

Safeguarding looks at all types of harm and prevention of these types of harm, rather than just looking at abuse and neglect, as child protection does. Facilitator note: important to pause to ensure everyone understands this, perhaps ask learners for examples of what staff might have to pass on.

Make sure you clarify that parents / carers will only be told when appropriate and when it won't put the learner at further risk.

**Safeguarding situations**

**Activity 2**

Each group identify from the cards which of these situations may be included under the term 'safeguarding'



LSIS

**Facilitator note:**

The purpose of the activity is to stimulate discussion as to what the provider s safeguarding learners (and staff) from.

**Approx Timings:**

- 3 minutes for set up
- 7 minutes for activity
- 7 minutes for reporting back results
- 5 minutes to revisit and redefine as appropriate

**Method:**

Give each group a set of cards, and a “safeguarding” and “not safeguarding” card (cut up from attached handouts)

Ask them to decide as a group whether they are safeguarding concerns or not, and put them in piles by the card. Encourage them to make a decision and not have a “don’t know” pile. Some of them could be open to interpretation, if the group can genuinely argue there is a risk of harm, they can put it in the safeguarding category.

**Feedback/ debrief:**

Now refer to the “what are we safeguarding against” slides showing those areas that are part of safeguarding

See if there are any disagreements.

Make point that many things can be classed as safeguarding issues, - if it poses a risk of harm to learners, or is about staff being in vulnerable situations, it is a safeguarding issue.

## What are we safeguarding against?



- Abuse or inappropriate relationships
- Grooming (in person, online, by phone, etc)
- Inappropriate supervision (by parents or staff, e.g. too much )
- Bullying, cyber-bullying
- Self-harm, risky behaviour
- Unsafe activities and environments
- Accidents e.g. road, home
- Crime
- Fear of crime



Facilitator note:

Make sure the group understand all of the terms.

**Abuse** can mean physical, emotional, sexual abuse or neglect.

**Inappropriate relationships** can mean unreasonable age gaps, professionals in relationships with learners, relationships with an imbalance of power or dependency.

**Grooming** refers to actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a young person or vulnerable adult, in order to lower their inhibitions in preparation for abuse (such as sexual abuse) or exploitation (such as child labour, sex work).

**Inappropriate supervision** could mean an overprotective parent/ carer, especially with a child/ adult with disabilities, not allowing them to fulfil their potential. It could also mean lack of supervision and safety from staff or carers, or overzealous discipline, inconsistent boundaries, favouritism, etc.

**Bullying and cyber bullying** can be in the form of verbal physical or emotional abuse, and done 1 person, by phone, text, chatrooms, email, facebook/ twitter, etc.

**Self harm** can take the form of self injury by cutting or hurting one self physically, or through misuse of alcohol or drugs.

**Risky behaviour** could mean anything from getting involved in crime, playing on railways, cycling or driving dangerously.

**Unsafe activities** could be dangerous sports played unsupervised or without appropriate health and safety checks in place.

**Road accidents** are the biggest killer of young people. Accidents at home are a common cause of injury.

**Crime** – preventing learners getting involved in crime or being the victim of it.

**Fear of crime** is often disproportionate in young people and might prevent them engaging in certain beneficial activities.

## Slide 11

---

**KS1** It was felt that this page should be presented as a flipchart exercise and that this information should be added into the facilitators notes version of the PowerPoint.

It was also highlighted that what is meant by the term "immappropriate parenting" should be explained carefully.

Kellie Steed, 05/05/2010

and...



- Exploitation including financial, sexual exploitation
- Immigration issues
- Unsafe environments e.g. parks, sports grounds
- Homelessness and unsuitable housing
- Victimization due to race, sexuality, faith, gender, disability and so on
- Alcohol and drug misuse
- Eating disorders



### Facilitator notes:

**Exploitation** – having finances taken advantage of by others, forced into sex work or swapping sexual favours for other benefits. **Immigration issues**, such as harassment, or ill treatment by authorities.

**Unsafe environments** e.g. parks which are not maintained and have hazards left by others (broken glass, syringes, etc)

**Homelessness and unsuitable housing** including “sofa surfing” i.e. staying with various friends – lack of safe, secure, regular housing.

**Victimization** or bullying or harassment based on a characteristic of that young person’s identity.

**Alcohol and substance misuse** affects many young people.

**Eating disorders:** such as bulimia or anorexia, or leading to obesity.

In fact...



Anything which causes **you or us** to be concerned that **you or others** might be at risk of significant harm...

But not everything will be referred on – only what needs to be.



What would you do?



### Activity 3

What are your responsibilities to safeguard yourselves and other learners?

Look at the dilemma cards.

Discuss what you would do and if this is the right thing to do.

Facilitator notes:

**Purpose:** The purpose of this activity is to enable learners to have discussions about their own responsibilities, and what they should do to keep themselves and others safe.

**Approx timings:**

- 2 minutes for set up
- 5-15 minutes for activity (depending on time available, you can choose how many dilemmas you give to each group)
- 10 minutes for reporting back results (again flexible – depending on how many dilemmas you asked each group to look at)

**Method:**

1. In groups, participants look at the dilemmas they've been given and think about what they might do in this situation
2. Ask them to consider what the right thing is to do and why – be open about the fact that what they want to do and what they should do might be different, and why it is important that when someone is at risk, it is better to pass it on to someone responsible.

**Feedback/ debrief:**

Make sure learners are clear about what they should do and why, and the potential consequences of not passing on important information.

## Examples of situations and what would happen



### Activity 4

In groups, look at the scenarios you have been given and discuss:

- What would the staff member do in this situation?
- What might happen next?
- How would you feel in this situation?
- What do you need the staff member to do/ how would you want them to be?

Facilitator notes:

**Purpose:** The purpose of this activity is to ensure learners are clear on the safeguarding policy and procedure, and what would happen if staff have concerns or if learners share a disclosure with them.

**Approx timings:**

- 2 minutes for set up
  - 5-15 minutes for activity (depending on time available, you can choose how many scenarios you give to each group)
- 10 minutes for reporting back results (again flexible – depending on how many scenarios you asked each group to look at)

**Method:**

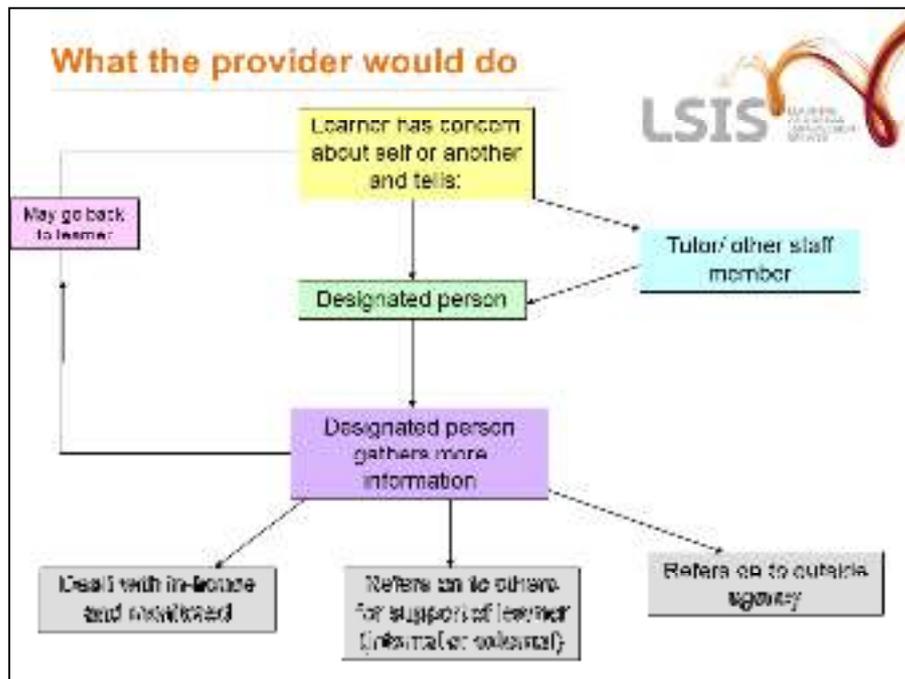
1. In groups, participants look at the scenario(s) they've been given and think about what the staff might do in this situation
2. Ask them to consider how they might feel in this situation?
3. What do they need the staff member to do or be (e.g. listen, not judge, etc)?

Be ready to share the main points of your discussion

**Feedback/ debrief:**

Make sure learners are clear about policy and procedures and the reason these are followed.

**NB:** this activity could be done as a role play if appropriate to your learners. In this case, it must be set up well, ensuring that learners are to treat each other respectfully, and treat the scenarios with sensitivity. It would be best to do this in pairs with a small group so you can ensure they are staying on task and making the role play realistic.



Facilitator Note: You need to ensure that learners understand the process, and that because of a duty of care to them, staff can't keep issues and concerns to themselves if they relate to safeguarding, and they should also be clear that if disclosing to a staff member, the DP may then follow it up and make contact. They should also understand that some situations will be referred out of the organisation against the learners preference, if serious.

You may add to this to tailor it to your setting.

**How safe do you feel in this organisation?**



- Do you feel safe? Why/ why not?
- What would you do if you felt unsafe for any reason?
- Do you feel you would be listened to?



Facilitator note: Depending on the size of the group and time available, you can do this as a large group call out or ask learners to discuss these points in pairs and give feedback.

Ensure learners know where to go and who they can talk to if they feel unsafe for any reason - this should include the designated person and should also include **all staff**, as all should be trained on dealing with safeguarding issues.

If learners are not aware who they could talk to, or say that they feel they would not be listened to, this should be addressed within this session but also fed back (anonymously) to the safeguarding team within your organisation.

## What we do here to keep you safe



- All staff here are trained on how to deal with learners at risk
- We have internal systems for dealing with concerns
- We work closely with outside agencies who can help learners in a variety of situations
- We display the designated persons contact details **insert where this information is**
- You can make use of Intranet, Learner forum, newsletters\*
- You can raise your queries in tutorials, learner induction etc

\* Delete/ add as appropriate to your organisation

## How could you feel safer here?



### Activity 5

•What else can staff and other learners here do to help everyone stay safe?

•If you wanted to improve safeguarding here, have your say, raise an issue or idea, how could you do that? What options are there to have your say?

Facilitator notes:

Allow further discussion on these 2 questions, either in groups or as a whole group, depending on your learners and the time you have.

Ensure that any ideas for keeping people safe and making sure they feel safe are acknowledged and explored. Be clear on where those ideas will go and what can be taken forward, as well as why any ideas might not be taken forward, if this is the case (e.g. if they are unrealistic, too costly etc).

Make sure that all learners are aware of any opportunities they have to raise concerns, share ideas, have a voice, and explore other options for them to have their say with them.

**? Any final questions ?**

Make sure any questions are answered, or that you undertake to get back to them with an answer.

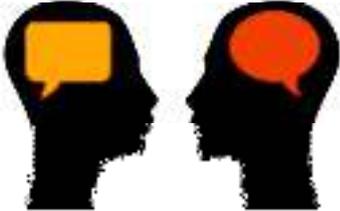
It is recommended that you are available immediately after the session for a while in case any learner wants to speak to you one-to-one.

**Contact details**

**LSIS**

If you have concerns, you can talk to\*:

- Your Tutor
- Student Support Manager
- Learner Services
- Recreation



\* Adapt as appropriate to your organisation