



# A Safe Space Levels 1-4 - Scheme of work

In September 2017, a revised A Safe Space programme was launched. It consists of four levels. The levels a volunteer needs to complete will depend on the role or roles they fulfil. The following outline shows what is covered at each level.

## A Safe Space, Level 1 - An introduction

### Aim

To introduce all volunteers to the Girlguiding Safeguarding policy and process. This is so they understand their role and responsibilities in promoting the safety and wellbeing of our members.

### Learning objectives

Volunteers will then be able to:

1. Explain the Safeguarding policy and process to other people
2. Ensure the safety and wellbeing of girls, young women and adult members by following the Volunteer Code of Conduct
3. Describe some of the common safety and wellbeing concerns that girls or young women may have
4. Understand how an adult volunteer's own safety and wellbeing may affect their behaviour
5. Know how to raise concerns and who to ask for advice about safeguarding girls, young women and adults

### Learning outcomes

When participants have completed this training, they will have completed their mandatory introduction to safeguarding in Girlguiding as part of their induction.

As a result, they should be able to explain Girlguiding's Safeguarding policy to others, recognise that safeguarding is everyone's responsibility, know how to raise concerns and where to go or who to ask for further help and advice about safeguarding girls, young women and adults.

Participants will also be able to identify some of the common safety and wellbeing concerns they may encounter and explain why following the Volunteer Code of Conduct helps to promote the safety and wellbeing of girls, young women and adults.



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## A Safe Space, Level 2 - Creating a safe space

### Aim

The aim of the training is to build on members' understanding of their role and responsibilities in promoting the safety and wellbeing of girls, young women and adults, so they can be confident in creating safe spaces and reporting any concerns.

### Learning objectives

1. Describe why safe spaces are important for promoting safety and wellbeing, and protecting people from harm and abuse.
2. Acknowledge how personal experiences, beliefs and attitudes can affect a person's understanding of safe spaces, and explain the need for all members to demonstrate a sharing and caring attitude towards others in guiding.
3. Identify what makes a person, place or activity potentially unsafe for girls, young people and adults in Girlguiding.
4. Describe how risk assessment supports the creation of safe spaces and carry out a basic risk assessment to identify and reduce the risk of harm, and create safer spaces for girls, young people and adults in Girlguiding.
5. Explain why it is everyone's responsibility to challenge unsafe practices or behaviours and how to identify and appropriately report safeguarding concerns.

### Learning outcomes

When participants have completed this training, they will be able to identify some of the factors that influence the safety and wellbeing of girls, young people and adults; explain why safe spaces are important in Girlguiding and carry out a basic risk assessment to reduce the risk of harm and create safer spaces for everyone.

Participants will also be able to acknowledge how personal experiences and beliefs and attitudes can impact on a person's understanding of safe spaces and be able to demonstrate a sharing and caring attitude towards girls, young women and adult members they encounter in guiding.



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## A Safe Space, Level 3 - Recognising, telling and taking action

### Aim

The aim of the training is to build on Leaders' knowledge of safeguarding so they understand their role and responsibilities in promoting the safety and welfare of girls, young women and adults, so they feel confident in recognising and responding appropriately to any safeguarding concerns.

### Learning objectives

1. Identify the signs and indicators of different types of abuse and harm, and recognise what puts a person at risk of harm.
2. Describe how and why people make disclosures and identify good practice when responding to a disclosure.
3. Identify some of the barriers to children and adults reporting concerns and taking action, and explain ways to reduce these barriers.
4. Respond to a safeguarding allegation, disclosure or concern that may be reported to them, by identifying the actions required from them as leaders and understanding how to maintain appropriate boundaries and keep themselves safe.
5. Reflect on why creating safe spaces is an important part of responding to concerns and identify actions they can take to bring about change and create a safer space in Girlguiding.

### Learning outcomes

When participants have completed this training, they will know how to respond to a safeguarding allegation, disclosure or concern that may be reported to them. They will recognise the signs and indicators of different types of abuse or if a person may be at risk of harm, identify good practice when responding to disclosures and be able to describe some of the barriers girls and adults face when reporting concerns.

Participants will also be able to identify actions they can take to remove some of the barriers to reporting concerns and acting on them, to bring about change in their area of responsibility and create a safer space in guiding.



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## A Safe Space, Level 4 - Managing concerns, allegations and disclosures - Guidance for commissioners

### Aim

The aim of this training is to develop commissioners' and trainers' knowledge, skills and behaviour regarding how to respond to allegations, disclosures and concerns, and managing safeguarding incidents or investigations.

### Learning objectives

1. Describe the types of safeguarding concerns they may receive and the criteria for assessing them.
2. Consider the factors and behaviours that may influence people's (including their own) perception of a potential safeguarding situation.
3. Identify the 'people' challenges and issues they may encounter when managing safeguarding concerns and discuss appropriate ways of working with and supporting volunteers, young people and parents/carers.
4. Discuss the principles of secondary trauma and identify personal coping strategies and effective support systems they can use within the context of managing safeguarding.

### Learning outcomes

When participants have completed this training, they will be able to explain Girlguiding's policy and process, and a commissioner's roles and responsibilities when responding to and managing:

- a. Allegations, disclosures and concerns
- b. Safeguarding incidents.

Participants will know the criteria for assessing safeguarding concerns and be able to identify if and when a complaint or concern becomes a safeguarding concern. They will be able to identify appropriate ways to work with and support volunteers, young people and parents/carers when dealing with a safeguarding concern, incident or investigation, understand the principles of secondary trauma and be able to identify personal coping strategies and effective support systems they can use within the context of managing safeguarding.

**Note:** The workshop also covers the skills and knowledge to manage complaints and compliance concerns.