A Safe Space
Addendum, July 2018
This addendum has been written to share all key updates since the revised A Safe Space Levels 1-3 were launched in September 2017. It covers the key questions raised and any key developments since then. Level 4 launched in May 2018 and so isn’t included in this addendum as there’s currently insufficient feedback on it. A full review of all resources - including Level 4 - will take place in 2019 when we’ve considered all the feedback we’ve received and have made the appropriate changes. In the meantime, we welcome your feedback, as it’s invaluable to the work we do at Girlguiding.

This document is made up of two sections. Section A covers updates around process and logistics for rollout (for example, who requires which level of training and which resources we’ve distributed). Section B covers specific safeguarding training content updates.
A. Process updates

Which levels of training are required for your volunteer role?

You’ll find full lists of which levels are required for all roles on the website under [CHECK THE A SAFE SPACE TRAINING REQUIRED FOR YOUR ROLE](#). **Note:** The [FAQs doc](#) is out of date in this regards.

Note that the required level of training for each role should be reached by the compliance deadline of 31 December 2020.

Often queried roles:

- License holders/GAW - require Levels 1, 2 and 3.
- Leaders - require Levels 1 and 2. One leader per unit requires Levels 1, 2 and 3.
- Young leaders (including those doing the Young Leader qualification, aged 14 and up) - require Levels 1 and 2.
- Occasional helpers, GO coordinators, home contacts and parent helpers - require Level 1.
- Assistant leaders, unit helpers, leaders in training - require Levels 1 and 2.
- Commissioners (including designates and deputies) - require Levels 1, 2, 3 and 4.
- Trefoil guild members - require Level 1.
- Peer educators - require Level 1 and 2.

**Improving practice versus enforcing compliance**

The deadline (31 December 2020) has been set to allow reasonable time to meet the compliance requirements. So, the A Safe Space requirements don’t have to be met until then, meaning that residential, for example, can continue to take place in the same way up to that point. But, we strongly encourage units to meet the standards to be expected by this date as soon as possible (for example, ensure license holders have completed Levels 1-3) so that high standards of safeguarding are in place for all our girls.
Printed resources

- All trainers of Levels 1-4 should have received training packs for the levels they train on. If not, liaise with your country/region office, who are overseeing this.

- For trainers not already accounted for, an extra 100 training packs for Levels 1-3 were made available through our Trading Service.

- 20,000 copies of the *A Safe Space booklet* were made available through Trading Service to ensure one leader per unit has a copy, which should meet compliance of one leader per unit requiring Level 3, with an additional 7,000 due to be made available in 2019.

- All county commissioners should have received a *Managing concerns about adult volunteers - commissioners guidance booklet*, and copies were sent to country/region offices to distribute to all those requiring Level 4 including all division and district commissioners.

- We are scoping out sustainable plans for further provision of the *A Safe Space booklet* (Level 3) and *Managing concerns about adult volunteers - commissioners guidance booklet* (Level 4). When there is clarity on this we will let you know. In the meantime, if you have concerns about this please email safeguarding@girlguiding.org.uk who own these resources.

What to do if you need any resources

All resources are available online and can be downloaded and printed. If you need a training pack, contact your country/region office - they’ll either have a copy or can order it from Trading Service.

If you need copies of either of the *Managing concerns about adult volunteers - commissioners guidance booklet* and the *A Safe Space booklet* for a training session you’re running, contact your country/region office, which should be able to help.
Completing a level of training - what is required?

- **Level 1** - Face-to-face session OR e-learning.
- **Level 2** - Face-to-face session OR e-learning and a follow-up chat.
- **Level 3** - e-learning AND face-to-face session.
- **Level 4** - Face-to-face session.

- **Face-to-face training** - Certification and logging completion on GO. Trainers should issue signed certificates and ensure participants’ GO records are updated to reflect the level of training they have completed. Do this as soon as possible after the training has taken place. How this is done varies across Girlguiding, but often involves informing the GO coordinator, or whoever has been delegated locally to log training on GO. Note that completion of Level 3 face-to-face training cannot be logged on GO until Level 3 e-learning has been logged.

- **E-learning** - Anyone can download a certificate as proof of completing e-learning, but only those with a membership number can be logged on GO. Updating volunteers’ records takes up to two weeks, so let them know they’ll be a bit of a wait while this happens.

- **Level 2 follow-up chat** - Volunteers need to complete a follow-up chat before achieving Level 2, if doing so via e-learning. Their records on GO won’t reflect completion of this level until they have had the follow-up chat. These chats should be held by commissioners or A Safe Space trainers, who both have at least up-to-date levels 1-3, are confident and comfortable in doing so and are familiar with all the current e-learnings. Trainers delivering Level 3 can conduct these conversations prior to the beginning of the session, if they wish rather than holding them on the phone or another way beforehand. The follow-up chats are a two-way conversation and an opportunity for volunteers to raise any questions they have, as well as to check understanding of content. They shouldn’t be viewed as an test. That said, if those conducting the conversations have concerns about a volunteer’s knowledge (for example, they’re clearly just reading their answers from the worksheet), they should work to address this and not approve the volunteer for Level 2 at this point. This may mean asking the volunteer to redo the e-learning and rearranging another follow-up chat. Those conducting the chat should ensure the volunteer’s GO record is updated if they believe they have understood the learning objectives of Level 2. A Level 2 certificate can be completed and given to the volunteer. The follow-up chat paperwork doesn’t have to be kept.
Who can train at each level?

- Level 1 - All Girlguiding trainers who have up-to-date A Safe Space, Levels 1-3 training, in line with renewal requirements. They will also have completed Levels 1-3 e-learning. This includes those who meet the recognising prior safeguarding learning and experience requirements to exempt them from A Safe Space, Level 3.

- Level 2-3 - All Girlguiding trainers with trainer qualification Module 4 A Safe Space and who have up-to-date A Safe Space, Levels 1-3 training in line with renewal requirements. Have completed Level 1-3 e-learning. This includes those who meet the recognising prior learning requirements for safeguarding and/or training and teaching.

- Level 4 - All Girlguiding trainers with trainer qualification Module 4 - A Safe Space and who have up-to-date A Safe Space, Levels 1-4 training in line with renewal requirements. Have completed Levels 1-3 e-learning. This includes those who meet the recognising prior safeguarding learning and experience requirements to exempt them from A Safe Space, Level 3.

- Though not required, it’s strongly encouraged that trainers delivering Levels 3 and 4 consider shadowing another trainer or buddying with another more experienced A Safe Space trainer, when they first start to co-deliver until they feel confident and comfortable with the content. In addition, those delivering Level 4 would benefit significantly from: having the Girlguiding trainer qualification, Module 2 - Leadership and management OR having significant experience as a trainer AND having experience as a commissioner or in supporting/training commissioners.

Gathering feedback at face-to-face training sessions

- Local feedback form - In response to requests, we created a feedback form for trainers to use locally, if they wish to collect feedback from participants.

- Surveymonkey feedback forms - The participants and trainers feedback forms are valuable ways for those involved in reviewing and revising A Safe Space content to identify strengths and weaknesses and make changes. If you feel uncomfortable asking for feedback twice, make it clear that it’s up to them whether they give it or not, as HQ doesn’t need it from every volunteer. A simple report collating feedback received will be shared with trainers towards the end of 2018.
B. Training content updates

The following updates are for A Safe Space trainers and aim to address key queries raised and supply limited additional material on subject requested by trainers. A full review of all the training resources and e-learning modules is due to take place in 2019/2020.

This section is broken down into the following:

1. Key updates and clarification
2. Key resource updates
3. New training content
4. FAQs on training content and delivery

1. Key updates and clarification

- **Reminder - YOU DON'T HAVE TO USE EVERY SINGLE POWERPOINT SLIDE.** Use your own judgement when deciding what you feel fits with your approach. That said, make sure you use any of the important information marked in pink on the slides.

- **Reminder - We encourage you to add anecdotes and examples to the resources** from your own experience, as much as possible, as it really makes the training come alive.

- **Inconsistencies between the order of the slides and the notes for trainers** - We’re not correcting this as we know that most of you have already started delivering the training and have adapted the resources and want to avoid confusion. We’ll address this when we rewrite our training resources in 2019/2020.

- **New quizzes** - We’re aiming to create additional quizzes and answer sheets to use with participants by the end of 2018

- **Inclusions concern** - Any learners who struggle with e-learning can get help on a one-to-one basis - they should discuss this with their country/regional training coordinator or a Safe Space trainer.
• **E-learning suitability for all** - Some volunteers may find e-learning doesn’t work for them, and prefer exploring scenarios and activities face-to-face with a trainer, for instance. If this is the case, encourage volunteers to discuss this with a trainer and see if it’s possible for them to attend a workshop instead.

• **Out-of-hours emergency contact** - Refer to the Safeguarding team’s out-of-hours service. The service is clearly signposted in the safeguarding pocket guide, Girlguiding website and throughout the training resources to ensure volunteers know who to contact in an emergency.

• **Referral process** - All trainers would benefit from reviewing the Level 4 commissioners guidance booklet, which clearly explains what happens once a referral is made and is a useful resource to use when delivering a workshop.

• **Escalation route** - Where we say ‘escalate to unit leader’, those who are unit leaders have queried what should they do in these circumstances. Refer them to the pocket guide and website, where we clearly state you should always escalate to the next level AND/OR call the Safeguarding team at HQ.

• **Role play of a disclosure** - We have been asked to include a role play or go through a practice face-to-face conversation with a child who is disclosing (mainly relevant for the Level 3 workshop). We provide scenarios trainers can turn into role plays IF they feel comfortable doing this. However, many people aren’t comfortable doing this - our feedback in the early days of reviewing A Safe Space was that although trainers may enjoy it, many participants don’t. So, it’s a good idea to check with your participants first to ensure they are comfortable taking part in role play.

• **Flow chart of what to do in a safeguarding situation** - We’re planning to put this on our website, on the safeguarding pages, which trainers can print off; in the meantime, there is a slide that includes the Reporting a concern flow chart within the Level 3 PowerPoint presentation you can use now. You’ll also find it in the A Safe Space booklet. See also the safeguarding pocket guide, which includes a step-by-step approach.

• **Key statistic on reporting rates** - In 2017/18 we had a sharp increase in reporting from members. We see this in a positive light, as past reporting figures have been much lower than would have been expected for an organisation of our size. A key fact is that 80% of the calls are related to young girls disclosing to us and leaders raising concern, which we consider an excellent achievement. This means that 20% of calls relate to cases where members have potentially caused harm or operated poor practice.
2. Key resource updates

- **Level 4 resources** and the *Managing concerns about adult volunteers - commissioner guidance booklet*
  These resources were launched in May 2018 and can be found via this hidden (but accessible) webpage. Feel free to share this with trainer, commissioners and others requiring it.

- **Missing Level 2 resource** (‘What would you do?’)
  This was launched and is on the training resource webpage. Copies were sent out to all Level 2 trainers.

- **BGO and branches adaption documents**
  These were launched and are available on the training resources webpage under Level 3. These were developed following a review of all levels. Additional guidance is being worked on by the Safeguarding team.

- **Recognising prior learning and experience documents**
  Following feedback these have been revised and relaunched in summer 2018.

- **Combined Level PowerPoints**
  Combined Levels 1-2 and Levels 1-3 PowerPoints were launched and can be found under ADDITIONAL TRAINING RESOURCES on the training resources webpage. A desire to have a combined session plan and PowerPoint for Level 3-4 has been noted and will be scoped.

- **Editable PowerPoints**
  All PowerPoints have been made editable and minor corrections made to the Level 3 PowerPoint. Please use the PowerPoints that are now online to ensure you’re using the most up-to-date version.

- **Editable session plans**
  We’re aware the editable WORD session plans have design flaws and they are being reworked to ensure these are in fact editable and easy to use. We aim to launch these summer 2018.
• **Autism - new guidance resources available**

We now have new resources on the website to support young members with autism. These have been created in response to an increase in inclusion queries around supporting girls with autism.

The communication passports are a way for young members, and their parents, to tell leaders vital information. They’re used to start a conversation with leaders and parents about support needs. These are a soft touch approach and are separate to care plans.

Young people who require a communication passport won’t necessarily have to complete a care plan. The passports have been reviewed by the National Autistic Society, who approve of the approach. The passports are downloadable here:

https://www.girlguiding.org.uk/making-guiding-happen/running-your-unit/including-all/including-members-with-additional-needs/using-our-communication-passports

3. **New training content**

In response to content requests from trainers, we have produced the training content below. This consists of information building on topics already included in the training resources, as well as entirely new content. Please review and embed the content marked ‘Required content’ and consider using, where appropriate, the content marked ‘Optional content’. The following is mainly seen to fit within Levels 2 and 3.

Topics covered:

a) GDPR  
b) Consent  
c) Radicalisation (including PREVENT)  
d) Harmful cultural practices and FGM  
e) Sexting  
f) Child sexual exploitation  
g) Child trafficking  
h) Grooming  
i) Post referral process

**Note:** Slides for each section can be found in the ‘Additional A Safe Space slides’ PowerPoint with accompanying trainers notes below each slide in the ‘Additional resources’ section of the [A Safe Space training resources webpage](https://www.girlguiding.org.uk).
a) GDPR (General Data Protection Regulation) [Required content - Levels 2 and 3]

Please ensure that any reference in the trainer’s notes for the Data Protection Act are now replaced with the General Data Protection Regulation (GDPR).

Please use the new slide on record keeping when delivering Levels 2 and 3 to raise awareness of the need to keep records, and the key principles of doing so. See the notes on the slide, which give more information on:

- How to store information.
- How to make notes and the importance of keeping them safe, in case they are needed.
- What to keep.

Below is a new scenario for you to consider using at Levels 2 and 3.

Please note a GDPR e-learning is being created for all volunteers and will be launched in October 2018. Please ensure you complete this and encourage others to do so. Also note a set of training resources on GDPR are being created for trainers to use and will be launched October 2018.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Suggested response</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are just closing your unit for the evening and a dad comes in and</td>
<td>While this does place you in a difficult position, your main action here is to</td>
</tr>
<tr>
<td>tells you that he has now full custody of his child. In light of this,</td>
<td>take his details and then email <a href="mailto:dataprotection@Girlguiding.org.uk">dataprotection@Girlguiding.org.uk</a>. Do not change</td>
</tr>
<tr>
<td>he says that he is to be the emergency contact, and not the mother.</td>
<td>anything or give any information, or remove the other parent’s contact details,</td>
</tr>
<tr>
<td>Discuss</td>
<td>unless you’re clear this is the correct thing to do. The data protection officer</td>
</tr>
</tbody>
</table>

| Record keeping                                                           | will seek clarification from both parents and, if necessary, the courts, to        |
|                                                                        | establish who is correct.                                                         |
b) Consent Ages [Optional content - Levels 2 and 3]

We’ve been asked for detailed notes on various consent ages for young people. These are outlined in the additional slides provided.

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"A person consents if he/she agrees by choice and has the freedom and capacity to make that choice."

Section 74 Sexual Offences Act 2003

Criteria regarding consent

- Under age of 13 = statutory rape
- Under age of 16 = sexual offence
- Non consensual sex at any age = rape
- Abusing position of trust/authority with a 16/17 year old = offence
- If incapacitation exists = consent can not happen
Terrorism and extremism are sometimes used interchangeably. Terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity.

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or undermine contemporary ideas and expressions of freedom of choice.

Political and religious groups can provide a sense of family or support that children may feel is lacking in their lives. This desire for security could also be due to poverty, unemployment, social isolation or feelings of rejection by their own faith, family or social circle.

The scenario overleaf (and within the additional slides) can be discussed in pairs or small groups to identify any vulnerabilities to radicalisation that they feel that Zayd is exhibiting. Allow time to feed back and the inevitable discussion that arises before going through the vulnerabilities. You may wish to print off a few copies to hand out.
Scenario
A school expresses some concern about a 13 year old pupil called Zayn who has admitted to his teacher that he has been watching jihadist videos online and that he wants to travel abroad to Syria. Zayn has learning difficulties and has been bullied by other members of his class in the past. As a result he has become very isolated and doesn’t appear to have many friends at school.
When asked why he wanted to travel to Syria by his teacher he said that he needed to learn to fight to ‘help his brothers and sisters who are being murdered’. The school had a meeting with Zayn’s mum who admitted that she was finding it difficult to look care for her son. She left her husband a few months ago because he used to beat her. Zayn’s mother told the school that Zayn found it hard to be away from his father and that he is spending an increasing amount of time on his computer.

Vulnerabilities to discuss
- **Identity Crisis** - the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** - the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** - migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** - the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Special Educational Need** - pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
We have been asked for more information and guidance on extremism in line with government PREVENT training. At Girlguiding, we don’t deliver PREVENT training. We believe that if we develop strong safeguarding principles in all our volunteers and working environments, and build resilience through our youth programme, we’ll do more to support the reduction of extremism. The voluntary youth sector is not under any duty to report, even though we do know that many of our members may be obliged to report in their paid roles. This always creates tension for the individual, but as a reminder for trainers: when volunteers are with Girlguiding, they follow our processes and not their work environment. IF learners are individually concerned about this, then refer them to the Safeguarding team at HQ.

A few slides have been created on PREVENT, should you wish to cover this within your session.
Prevent duty

Staff working in schools and childcare providers need to:
- Identify children vulnerable to radicalisation
- Know what to do when these children are identified
- Help to build resilience to radicalisation in their pupils

Prevent case study

When asked why he wanted to travel to Syria by his teacher he said that he needed to learn to fight to ‘help his brothers and sisters who are being murdered’. The school had a meeting with Zayn’s mum who admitted that she was finding it difficult to care for her son. She left her husband a few months ago because he used to beat her. Zayn’s mother told the school that Zayn found it hard to be away from his father and that he is spending an increasing amount of time on his computer.

Prevent case study

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We’ve been asked to include content on FGM and recognise this is a very important issue for some areas. So, we’ve created some new content on FGM for trainers in these areas (see slides for detailed notes for trainers).

What is FGM?
FGM involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. (Co-operating to Safeguard Children and Young People, March 2016. FGM may also be referred to as ‘cutting’. However, there are many terms used in communities where FGM is practised, and they vary depending on country and language, for example, ‘sunna’. There are four types of FGM that are carried out - usually by women. Typically, older women in the community. This could include the child’s aunt or grandmother. Sometimes, there is a ‘cutter’ in the community.

E-learning on FGM - [https://www.fgmelearning.co.uk](https://www.fgmelearning.co.uk)
The e-learning requires you to register on their website and then access the resource. Once you’re logged on, look at the index for a section called ‘Taking Action’ and then click on ‘Your role’. Read the role associated with - ‘Practical advice for all professionals’.
The e-learning takes between 20 and 40 minutes, depending on whether you click on all the links or not.

The e-learning should provide you, as trainers, with all the information you need. You can share it with interested volunteers, as you see fit. That said, we don’t recommend that trainers encourage leaders to complete the e-learning if they aren’t located in an area where FGM is prevalent. Note that London has the highest national prevalence for any city with an estimated 2.1% of women affected by FGM. Outside London, the highest estimates of prevalence are for Manchester, Slough, Bristol, Leicester and Birmingham.

If you wish to generate a discussion on FGM, use the scenario and suggested response, overleaf.
**Scenario**

Ahyana is 10 years old and has a younger sister, who is five. She came to the UK with her family from Africa when she was four. Although the family doesn’t mix much with the local community, her father has regular work and her parents have told you that they hope to settle in this country.

Ahyana attends Brownies alongside all of her other friends from the local primary school. She is a contented child and is great fun in the unit.

Just before the end of the summer term, Ahyana’s parents requested permission to take her out of school a few days early, so that they could travel back to Africa to attend to necessary family business. The school agreed to their request, so you felt, as her Brownie leader, that this was fine also.

It was at the beginning of the new term that one of the teaching assistants (TA) noticed a change in Ahyana’s physical appearance and behaviour, and asks to speak to you, as she knows you’re her Brownie leader. Ahyana has always seemed to have an upright posture, but now seems to have difficulty walking properly and standing for any length of time. You note, too, that Ahyana has a troubled look about her, and that she appears anxious and tearful during meetings.

Often Ahyana asks to go to the toilet. She spends a long time there. Whenever you ask her if she is alright, Ahyana manages a smile, and says ‘Yes’, then moves away.

**Discuss**

**Suggested response**

Care should always be taken not to assume that because the family comes from Africa that this would be an FGM scenario, as not all countries practise FGM.

FGM isn’t directly related to any specific faith group, either.

FGM is an abuse and seen as such, regardless of faith and culture.

The School has a legal duty to report suspected FGM, as unless they receive a direct disclosure, it can only be ‘suspected’ until proven otherwise. A Brownie leader may not have a legal duty to report, but FGM, and the indicators described, should be raised as a serious concern.

Report it immediately to the Safeguarding team at HQ.
e) Sexting [Optional content Levels 2 and 3]

What is Sexting? And, how should it be handled in a training session, if raised by a participant?

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

See the NSPCC website for really clear information: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting

Adults should NOT view any sexual imagery produced by young people, unless there’s good and clear reason to do so. By doing so, they may face charges of distribution. There are only three reasons when viewing imagery would be permitted:

- The adult is shown the images before they’re aware what they’re viewing.
- Seeing the material will help make a decision to report to external agencies.
- It’s identified on an external hardware, i.e. a website, apps, etc and you are to requested to take it down.

In all cases, if any leader is made aware of imagery being passed around, this should be dealt with immediately by removing the device and reporting to the Safeguarding team at HQ. If you’re concerned about the imagery, then the appropriate action to take is a direct referral to the local police, or calling 101.
f) Child sexual exploitation [Optional content, Level 3]

Exploitation is something we discuss briefly in Level 3 on the indicator activity. Some trainers are being asked for more information. While it’s good that people are interested in finding out more about this issue, it can slow you down when delivering your training. We have created a few slides for you to use with notes for trainers underneath.

Child sexual exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

   a) in exchange for something the victim needs or wants
      and/or
   b) for the financial advantage or increased status of the perpetrator or facilitator.

You can extend the indicator activity by asking people to think about what would make young girls/adults more vulnerable. This is a good way of looking at cause and effect, that is, blackmail through sexting may make a young girl more vulnerable and open to exploitation.

- May have been sexually exploited even if the sexual activity appears consensual
- Does not always involve physical contact; it can also occur through the use of technology
- Never the victim’s fault, even if there is some form of exchange.
g) Child trafficking [Optional content, Level 3]

Children and adults are trafficked for sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms.

Trafficking is something we discuss briefly in Level 3 on the indicator activity. Some trainers are being asked for more information. While it’s good that people are interested in finding out more about this issue, it can slow you down when delivering your training. We have created a slide for you to use with notes for trainers underneath.
h) Grooming [Required content, Levels 3 and 4]

Grooming is the process by which someone builds an emotional connection with a child or vulnerable adult to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking.

Grooming is something we discuss briefly in Level 3 on the indicator activity. Some trainers are being asked for more information. While it’s good that people are interested in finding out more about this issue, it can slow you down when delivering your training. We have created a couple of slides for you to use with notes for trainers underneath.
i) Post Referral Process [Required content, Levels 3 and 4]

Please make sure volunteers are aware about the post referral process. Refer to the Managing concerns about adult volunteers - commissioner guidance booklet, which has information on this in detail.
4. FAQs on training content and delivery

Q. Why do we need to know so much about safeguarding? Can’t we just report to NSPCC, like we used to?

A. At Girlguiding, we have a duty to take responsibility for our actions. If we have created a space that is not safe, and our practice is not safe, then we have to address this. We are encouraging people to become more aware of their role and responsibility as volunteers because safeguarding is everyone’s responsibility.

You can use this slide (right), which explains why we are becoming more active in safeguarding. This powerful slide represents the last year of Victoria Climbie’s life and shows the number of agencies/charities who all individually engaged directly with her or her carers. Each person or agency held information, but they didn’t share the information. If they had done, Victoria would potentially still be alive today. If we have one small piece of the puzzle - no matter how small - we should report on the basis that it may join up with other information and collectively other agencies may see a clearer picture to help them decide on how to act.

Q. How can we support our leaders in making good decisions around inclusion?

A. Girlguiding has an excellent resource that supports leaders in undertaking risk assessment for inclusion. Look at the information on inclusion via the link below - it will prove invaluable to you, as trainers.

https://www.girlguiding.org.uk/members_area__go/running_your_unit/including_all/additional_needs/guidance/inclusive_risk_assessments.aspx
Q. Why don’t we have anything on cyberspace or bullying?
A. Girlguiding is aware of just how important these areas are. However, we’ve given you a lot of material already and plan to develop free-standing modules on these areas for volunteers to access as part of ongoing learning. An update of the safeguarding pages of the website is planned to go ahead in the autumn, when we will provide useful information on cyberspace and bullying.

Q. How can we clarify what we are being told, without asking any questions?
A. As trainers, you may wish to introduce the following approach to clarify this question, which is regularly coming up at Level 3 training, mainly:

Use the acronym TED -
- **TELL** me more.
- Can you **EXPLAIN** more?
- Can you **DESCRIBE** that?

The slide (right) can be used to support this clarification.

Q. What should be done if a child discloses in front of another child?
A. If you find yourself in this situation, if possible, ask the girl who is disclosing to move away so that you can have a private conversation with her. Once a disclosure has been made, you should call the other girls together and check they’re not upset by what they’ve heard. When you refer this to your commissioner or the Safeguarding team at HQ, make sure you mention this disclosure in front of other girls, so we can advise about how to inform parents/carers, if appropriate.
Q. When is the Levels 1 and 2 session plan being written to support young leaders, that is girls aged 14 years and up?
A. In the short term, a few trainers are working to look at this. However, there are no plans for separate material to be created in the next 12 months.

Q. When giving feedback on the scenarios at Levels 2 and 3, can we use the flow diagram in Level 3 to explain them?
A. Yes, you can move the slides around the levels to support your delivery.

Q. Can the Levels 3 and 4 be combined?
A. Yes, you can deliver the two levels together, but it’s very demanding on both the trainer and the participants/learners. We have no immediate plans to produce combined materials for this as an option. However, we recommend that all Level 3 trainers familiarise themselves with the Level 4 content and resources.

Q. Can the Level 2 training be included in group mentoring sessions?
A. Yes, this would be good to ensure the learning is embedded.