

A Safe Space

Level 1 - An introduction

Session plan (with full guidance)



Introduction

We have put together 'A Safe Space, Level 1 - An introduction' to help you run training sessions on safeguarding. Each of the four A Safe Space training sessions can be run (and attended) separately. However, each level builds on the one before, so it's easier to finish them in order.

You could choose to run two or three of the training sessions together over several evenings or a one-day or weekend programme (eg Level 1 and 2 together). They'll run smoothly if you do them together with our 'A Safe Space combination plans'.

Aims and objectives of this training

The aim of this training is to introduce all volunteers to the [Safeguarding policy](#) and process. This is so they understand their role and responsibilities in promoting the safety and wellbeing of our members. All volunteers must complete this training as part of their induction or within the first six months in role.

Volunteers will then be able to:

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

About delivering a training session

What information do I need to deliver this session?

This session plan has almost everything you need. We have highlighted the things you have to do and key messages are clearly written for each section.

Are there any handouts?

Give everyone in your training session a [Safeguarding pocket card](#) as a reminder of what was in the session. Email the Safeguarding team for copies for all at safeguarding@girlguiding.org.uk

How long is the session?

It'll take between one and one-and-a-half hours, depending on the size of the group. If you want to include icebreakers to help people who haven't met before, allow extra time.

How should I prepare?

You must be up-to-date on areas of safeguarding that are covered by legislation:

- Check you're using the latest version of the session plan - it will be on the Girlguiding website in the [training resources section](#)
- Read the latest guidance on country legislation
 - [England](#)
 - [Scotland](#)
 - [Ulster](#)
 - [Cymru](#)
- Make sure you understand our policies and processes regarding safeguarding
- Include contact details for local commissioners and country/regional safeguarding leads in your session if appropriate.

Try not to use the session plan as just a ready-made script. It gives you key information but like all great teachers you need to add a little more of your own research:

- Look for more information on the Girlguiding website about any areas you need help with.
- Talk to the Safeguarding team at HQ.
- Ask your local safeguarding leads for guidance, or even support during the session.
- Find out who's coming to your group before you teach the session. You can adapt some of the information or activities to suit new or experienced volunteers. And if you can't find out about their experience before the session you can be flexible and modify things during training.

Do I have to stick to the training plan and the aims and objectives?

Yes, when delivering A Safe Space training, you must keep to the aims and objectives and follow the session plans. They're designed to match the responsibilities of those who need to attend at each level. Choose from a range of activities and select which work best for your context. You'll find activity instructions and an example training plan in this plan. Plus, all the resources you need are in the [training resources](#) such as scenario templates and question sheets.

Can I add my own exercises to this and use my own materials?

No, but you can vary delivery by choosing one of the different exercises provided in the training resources. You can also edit the scenarios used to ensure they are most relevant to your context and participants. If you feel you need to adjust the training in any significant way, please email the Volunteer Development team at HQ: leadership@girlguiding.org.uk

Continues overleaf

You can be flexible depending on how many people are in your group. We had a group of 20 to 25 participants in mind when we designed the activities, and you should allow more time for sessions involving bigger groups. If you have more than 25 people, ask another trainer to help to manage group activities.

Do I need a risk assessment?

Yes. As with all training sessions you must complete a risk assessment before teaching the session. Consider the needs of your participants and be ready to explain at the beginning of the session any relevant safety information, like fire regulations.

What do I need to do after the session?

GO updating

Ensure whoever updates your GO locally is informed of who attended and what level the training was at.

Certificates of attendance

Trainers should ensure participants receive certificates of attendance. These can be found on the Girlguiding website in the [training resources section](#) and should be printed with the participant's name and level/s added before being signed by the trainer and given to participants.

Evaluation from trainers

Trainers delivering this session are asked to complete a short feedback form on how they think it went and how they found the training resources. Ideally complete the [surveymonkey version](#) or if preferred complete the Word document form and return to Girlguiding HQ. Email it to: leadership@girlguiding.org.uk The form is on the Girlguiding website in the training resources section.

Evaluation from participants

Participants should be encouraged to complete an online [surveymonkey form](#) either on a smartphone with internet access or at a later date when they are able to access the internet. The survey link is on a final slide in the PowerPoint for this session and can be jotted down by participants for later use or they can take a photo of the link. The trainer can also email the survey link to participants following the training.

How do I create a safe space in training?

You must make your training session a safe environment for your participants. You will be covering sensitive topics of which they may have personal experience and that may make them feel uncomfortable or upset. So be clear to them that this is a safe learning environment. You could suggest they take a break whenever they want but should check in with the trainers.

Don't avoid topics in the training for fear of upsetting anyone but forewarn some participants about the content if you are concerned.

It's a good thing to have another trainer or adult member (with knowledge of safeguarding in Girlguiding) with you during the training session. They can make sure participants can step out of the training into a safe space if necessary.

Confidentiality and reporting concerns

You must make sure confidentiality is respected. There will be lots of discussion in the training session, and because of the sensitive nature of some of the topics it's important that participants only share general information with the group. Remind your group not to talk about anything in the session that is personal or sensitive (eg that might lead to a young person or adult being identified). It is not an appropriate forum for discussing personal trauma relating to abuse.

By sharing only general information, participants can still talk about real-life situations and others can learn from their experience. Participants can also talk about what they've learned outside of the group later, helping to spread the learning and knowing they are not breaching confidentiality.

The only time you may need to break confidentiality is if a participant shares something of a safeguarding nature, which leads the trainers to believe someone may have been harmed or is at risk of harm. Trainers will deal with this through the appropriate reporting routes.

Continues overleaf

Trainers should also be prepared for participants to speak to them about concerns they may have, because the training session may make them think about their own experiences differently. However, trainers should remind participants they are not counsellors.

Trainers should be careful not to get drawn into individual cases or circumstances or to discuss specific issues raised by participants, which should be dealt with using the appropriate process. Remind participants that they can talk to their commissioner about any concerns raised through the topics covered in this training. And if anyone feels they need emotional support as a result of the session, the trainer can direct them to the appropriate agency for this.

It is good practice to also inform your commissioner that you are delivering safeguarding training, so they are prepared for any allegations, disclosure or concerns that may arise afterwards.

This training session is open to Senior Section members and young leaders, but consider whether to make a separate training session available to them. Given the nature of the training it may not be appropriate for adults and young people to attend a session together.

Think how the training session can create a safe space for both adults and young people, and the appropriate risk assessments and consent (from the young people and their parents) that should be in place. All participants should be made aware if a mixed adult and young person session is being delivered, so they make an informed choice about attending.

A Safe Space, Level 1 - An introduction session plan

District/division/ county/country/ region	Any county	Date		Section	All sections
Can members of The Senior Section, such as young leaders, attend?	Yes, provided the appropriate consent and risk assessments have been made	Time	1 hr to 1hr 30mins	Expected numbers	20 to 25 (more time will be needed for larger groups)
Copy of information sent to participants seen?	Yes	Break time allocated	No	Actual numbers	
Key person to liaise with		Phone number		Email address	
Title of training session	A Safe Space, Level 1 - An introduction				
Facilities available	Unit meeting place or training room, [Anytown]. Tables and chairs can be arranged in different ways. Enough space to hold up to 25 participants. Toilet facilities on site, including accessible facilities.				
Additional needs	When collecting information on participants, consider physical needs, including any audio or visual needs, age, language, reading ability and volunteer roles. This will allow you to tailor the session and arrange the venue in an accessible way.				
Things that training organiser has asked to be covered	Where possible, relate local contacts to the relevant process and support or tell participants where to find them.				
Budget for session	Confirm the budget for the session.				

Aim	To introduce Safeguarding policy and process , so all volunteers understand their role and responsibilities in promoting the safety and wellbeing of our members - girls, young women and adults.
Objectives	<ol style="list-style-type: none"> 1. Introduce the Safeguarding policy and process, explain why we need it and who the policy is protecting. 2. Introduce the Volunteer Code of Conduct and talk about how it relates to the safety and wellbeing of girls, young women and adults while exploring ways of carrying it out in different Girlguiding roles. 3. Identify some of the common safety and wellbeing concerns that girls or young women may experience, and explain how an adult volunteer's own safety and wellbeing may affect their behaviour. 4. Discuss why it is important to tell someone if you are concerned about the safety or wellbeing of a child or adult and explain how to raise concerns and where to go or who to ask for further help and advice about safeguarding girls, young women and adult members.
Outcomes	<p>When participants have completed this training, they will have completed their mandatory introduction to safeguarding in Girlguiding as part of their induction.</p> <p>As a result, they should be able to explain the 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 adult members.</p> <p>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.</p>

Equipment needed					
Training box	Yes	Mobile phone	Yes	Bin bags	Yes/No
Flip chart	Yes	Flip-chart stand	Yes	Refreshments	Yes/No
Section resource box	Yes/No	Music	Yes/No	Risk assessment	Yes
First aid kit	Yes	Extension lead	Yes/No	Poster displays	Yes
Laptop and projector	Yes	USB stick etc	Yes	Leadership qualification/ other qualification	Yes/No

Example training plan

(see each session plan for key messages and full instructions on activities)

Time (mins)	Activity	Training method	Resources needed	Objective number met	Comments
5	Welcome and introduction <ul style="list-style-type: none"> • Aims and objectives of the session • Introductions • Learning agreement 	Talk		N/A	The training covers sensitive topics which may make participants feel uncomfortable or upset. Trainers should explain this and agree ways of working that will help create a supportive learning environment, and what to do if a participant wants further support.
10	Safeguarding policy Introduce the Safeguarding policy Explain why we need it and who it is protecting	Talk	<ul style="list-style-type: none"> • Safeguarding policy and process • Safeguarding pocket card 	1 4	The training session is designed to follow the information provided in the Safeguarding pocket card. Each participant should receive the Safeguarding pocket card at this point.

Table continues overleaf

Time (mins)	Activity	Training method	Resources needed	Objective number met	Comments
20-30	<p>Your role and responsibilities: Volunteer Code of Conduct</p> <p>Introduce the Volunteer Code of Conduct</p> <p>Volunteer Code of Conduct activity</p> <p>Come back together to remind participants of the key messages</p>	<p>Talk or activity</p> <p>Activity</p>	<ul style="list-style-type: none"> • Volunteer Code of Conduct activity handouts • Flip chart • Paper • Pens 	2	<p>For the first activity you may use a quick memory game instead of talking. This should take no more than five minutes. Each group reads the Volunteer Code of Conduct, then tries to remember the main points, writing them on a flip chart.</p> <p>The choices for the main activity are:</p> <ul style="list-style-type: none"> • Scenarios: Each group gets a set of scenarios and matches it to the Volunteer Code of Conduct, deciding if it is an example of positive or negative behaviour. • Show and tell: Each point from the Volunteer Code of Conduct is written on a large piece of paper, placed around the room, and the groups go around each one and write an example of how they would spot this behaviour. • Lucky dip: Each group picks a Volunteer Code of Conduct card and discusses how to demonstrate this in their role.
20-30	<p>Safety and wellbeing</p> <p>Introduce the Girlguiding definitions of safe space, safety and wellbeing</p> <p>Safety and wellbeing activity</p> <p>Come back together to remind participants of the key messages and explain why creating safe spaces is important</p>	<p>Talk</p> <p>Activity</p> <p>Talk</p>	<ul style="list-style-type: none"> • Safety and wellbeing activity handouts • Flip chart • Paper • Pens 	3	<p>There are several choices for the activity, with each activity looking at children, young people and adults separately.</p> <ul style="list-style-type: none"> • Facilitated discussion: As a group, discuss flip-chart answers from participants about the concerns that each age group may be affected by. • Group activity: Split into groups and allow participants to discuss and write answers in groups. • Mix and match: Give each group a set of safety and wellbeing cards and ask them to match the concerns with the age group. Note that some concerns might be experienced by all groups. <p>During this training, participants need to be able to identify common safety and wellbeing concerns they may encounter, using their own knowledge and experience. The trainer may wish to talk about one or two of these in more detail if time allows, but this is not the purpose of the activity.</p>

Time (mins)	Activity	Training method	Resources needed	Objective number met	Comments
10	<p>Safeguarding process: reporting concerns</p> <p>Introduce the Safeguarding policy and process for reporting allegations, disclosures and concerns</p>	Talk	<ul style="list-style-type: none"> Safeguarding policy and process A Safe Space booklet 	4	Cover the main points around reporting concerns and responsibilities.
10	<p>Summary and close</p> <p>Groups to complete end-of-training quiz</p> <p>Participants can ask questions</p> <p>Reminder of the key messages, where to go for further information, ending on the positives of guiding</p> <p>Ask participants to complete the survey (on surveymonkey) if they have wifi and a smart phone or take away the link to do later.</p>	<p>Quiz</p> <p>Talk</p>	<ul style="list-style-type: none"> Quiz handouts Attendance certificates 	<p>1</p> <p>4</p>	<p>Quiz is ten questions to help participants remember the key messages within the safety of their groups.</p> <p>Trainers may wish to use a Girlguiding video at the end to remind participants of the positives of guiding.</p>

Welcome and introduction

Duration

Five minutes

Resources

Presentation slides

Session objectives

By the end of this session trainers will have:

- Introduced themselves and participants to one another
- Explained what the training will cover
- Discussed ways of working that will help create a supportive learning environment.

1. Welcome

Welcome participants, outline the housekeeping information and introduce yourself and any other trainers or adult volunteers supporting you. Ask participants to introduce themselves. This may include where they are from and what they do in Girlguiding.

2. Aims and objectives

Present a short overview of the content of the training, including the objectives and the ways of working.

The aim of the training is to introduce members to the Safeguarding policy and process, so they understand their role and responsibilities in promoting the safety and wellbeing of our girls, young women and adults.

The overall objectives of the training are to:

- **Introduce Girlguiding's [Safeguarding policy and process](#)** (search for 'safety and safeguarding policy' on our website); explain why we need it and who it is protecting.
- **Introduce the [Volunteer Code of Conduct](#)**, talk about how it relates to the safety and wellbeing of girls, young women and adults, while exploring ways of carrying it out in different Girlguiding roles

- **Identify some of the common safety and wellbeing concerns** that girls or young women may experience, and explain how an adult volunteer's own safety and wellbeing may affect their behaviour
- **Discuss why it is important to tell someone** if you are concerned about the safety or wellbeing of a child or adult
- **Explain how to raise concerns** and where to go or who to ask for further help and advice about safeguarding girls, young women and adult members.

Most of the sessions include activities, which means participants will be doing things rather than just listening to the trainers.

3. Creating a safe space

Emphasise that safeguarding can be an emotive subject. Participants may have personal experience of it or it may make them feel uncomfortable or upset. The training is not designed to shock or surprise them, but to make them aware of their responsibilities and how to make guiding safe.

Ask participants to agree ways of working throughout the session. It is important to agree a supportive learning environment, rooted in our promise and values, which respects and listens to all our voices. We will respect, listen and show understanding to each other and ourselves. We will be good role models and encourage participation from those around us. If we feel uncomfortable, worried or upset about anything, we will look after ourselves and, if appropriate, take a break or seek support from others. The training team provides help and support if needed, although participants should remember that they are not counsellors.

Any stories or experiences shared should remain general. Participants must not share anything that is personal or sensitive (eg that might lead to a young person or adult being identified). The training session is not an appropriate forum for discussing personal trauma relating to abuse. By sharing general information, they can talk about real-life

situations and others can learn from their experience. If they share something of a safeguarding nature, which leads the trainers to believe someone may have been harmed or is at risk of harm, this will need to be dealt with through the appropriate reporting procedure.

If there is a specific issue participants are concerned about, it is best not to share this in the wider group. We would normally ask them to share any concerns with their commissioner, but they are welcome to talk to one of the training team after the training sessions if they have any questions.

If anyone needs further support after the training they should speak with their local commissioner or one of the training team who will help them find the appropriate people or places

Learning outcomes

By the end of this session participants will be able to:

- State the reason for attending this training session
- Feel safe and supported during the session and know where to go for further help and advice.

Section 1: Safeguarding policy

Duration 5-10 minutes	Resources <ul style="list-style-type: none">• Presentation slides• Safeguarding policy• Safeguarding pocket card	Session objectives By the end of this session trainers will have: <ul style="list-style-type: none">• Introduced the Safeguarding policy and process• Explained why we need the Safeguarding policy and process and who they are protecting• Reminded participants that safeguarding is everyone's responsibility.	Key messages <ul style="list-style-type: none">• It is Girlguiding's policy to safeguard our members while they take part in Girlguiding activities, especially those who are vulnerable. We believe that everyone has a right to live free from abuse, exploitation, harm and fear and to enjoy being safe and well.• Every Girlguiding member has a responsibility to protect girls, young women and vulnerable adults from harm.
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1. Hand out resources

Make sure all participants have a copy of the [Safeguarding pocket card](#). Emphasise how the Safeguarding pocket card contains the basic information all volunteers need to know about staying safe in Girlguiding, and is a useful resource to carry in case of emergencies.

2. Introduce the Safeguarding policy and process

It is Girlguiding's policy to safeguard the girls, young women and adults in our membership while taking part in Girlguiding activities, especially those who are vulnerable. We believe that everyone has a right to live free from abuse, exploitation, harm and fear and to enjoy being safe and well.

Our aim is to ensure that everyone knows and understands our commitment to safeguarding and their own role and responsibilities to protect and promote the safety and wellbeing of all. Safeguarding is the shared responsibility of everyone in Girlguiding.

Our policy describes the systems, structures and processes that ensure we fulfil our safeguarding obligations. It communicates the values that underpin our safeguarding commitment and how safeguarding influences all aspects of our work.

3. Safeguarding and child protection

Explain how 'safeguarding' is a term which is broader than just 'child or adult protection'. It is about the action taken to promote the safety and wellbeing of girls, young women and adults as well as the actions we take to protect a child or adult when they have been harmed or are at risk of harm.

4. Everyone's responsibility

Safeguarding is everyone's responsibility and we all have a role to play in keeping girls, young people and adults safe, whether we are in the meeting place, at a residence or at a Girlguiding event. We can make sure people, places and activities do no harm to children or vulnerable adults. This means we take all reasonable steps not to expose individuals to the risk of harm and abuse, and that any concerns about a person's safety or wellbeing are reported to the appropriate people.

5. The next sections

Explain to participants how the next two sections will help them to understand their role and responsibilities better. First, by introducing them to the Volunteer Code of Conduct and explaining how it can help in creating safe spaces. Second, by thinking about some of the common safety and wellbeing concerns that girls or young women may experience.

Learning outcomes

By the end of this section participants will be able to:

- Explain the Safeguarding policy to others
- Recognise that safeguarding is everyone's responsibility.

Section 2: Your role and responsibilities - the Volunteer Code of Conduct

Duration 20-30 minutes	Resources <ul style="list-style-type: none">• Presentation slides• Volunteer Code of Conduct• Volunteer Code of Conduct activity handouts• Flip chart, paper and pens	Session objectives By the end of this session trainers will have: <ul style="list-style-type: none">• Introduced the Volunteer Code of Conduct• Explored ways of carrying out the Volunteer Code of Conduct and how this relates to the safety and wellbeing of girls, young women and adults.	Key messages <ul style="list-style-type: none">• Creating safe spaces means girls, young women and adults will be able to have fun, learn new things, make friends and grow.• The Volunteer Code of Conduct helps everyone to know what behaviour is acceptable and unacceptable in Girlguiding.• All adults who are involved in helping with a Girlguiding activity, visiting a Girlguiding site (like contractors) or working with Girlguiding should be given a copy of the Volunteer Code of Conduct.• Girls and young women should actively be involved in creating their own codes of behaviour and should be made aware of the behaviour expected from adults, so they know what to do if they have a concern.
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1. Introduce the Volunteer Code of Conduct

Creating safe spaces means girls, young women and adults will be able to have fun, learn new things, make friends and grow. The Volunteer Code of Conduct is an important part of making sure everyone in guiding has safe spaces, as it helps us to uphold the [values](#) and [Promise](#) of Girlguiding. The Volunteer Code of Conduct offers easy-to-follow, practical advice and should guide all your interactions within Girlguiding to ensure everyone's safety and wellbeing.

The Volunteer Code of Conduct helps everyone to know what behaviour is acceptable and unacceptable in Girlguiding.

As a Girlguiding volunteer you must:

- Be a good role model with behaviour and an attitude that are in line with our values and our Promise
- Comply with all applicable UK laws and guidance. If your unit is based outside the UK or you are part of an activity outside the UK, you must also abide by the law of that country
- Make sure you follow Girlguiding policies and procedures and re-read them from time to time as they may be amended
- Be responsible and accountable in the way you perform your role
- Be fair and treat everyone with respect and dignity in accordance with our Equality, Diversity and Inclusion policy
- Respect others' privacy in line with our policies and guidance
- Communicate with others in an open and respectful way whether in person, by phone, writing or digital media
- Work together with Girlguiding members, their parents/carers and the public to promote Girlguiding [mission and values](#).

As a Girlguiding volunteer you must not act fraudulently or dishonestly, or do anything which brings (or is likely to bring) Girlguiding into disrepute or have a negative impact on Girlguiding or its reputation.

Alternative activity. If the participants have already received The Volunteer Code of Conduct you may use a quick memory game instead of talking. This should take no more than five minutes. Each group tries to remember the main points of the Volunteer Code of Conduct, writing them on a flip chart.

2. Volunteer Code of Conduct activity

This activity helps participants explore and refer to the Volunteer Code of Conduct, identifying practical ways to carry it out. It is important that participants consider both acceptable and unacceptable behaviour during the activity, so they have a better understanding of their responsibilities.

The choices for the activity are:

- **Scenarios.** Split the participants into small groups. Each group gets a set of scenarios and matches it to the Volunteer Code of Conduct card deciding if it is an example of acceptable or unacceptable behaviour. This is a good activity to use if the participants are new volunteers, who may not know each other, as it allows them to explore the Volunteer Code of Conduct from a third person perspective. (You can find trainer guidance in Appendix 1.)

Or

- **Show and tell.** Each point from the Volunteer Code of Conduct is written on a large piece of paper, placed around the room. The participants split into small groups, and go around each one, writing an example of what behaviour would be acceptable or unacceptable in each of the points. This activity is good for volunteers who have some experience of guiding already. The activity still allows the participants to think about things from a third person viewpoint, but it also allows for knowledge building and sharing as the participants add to each other's ideas. This is a good activity if all the volunteers are from the same unit or local team as it helps the team to have a collective understanding of appropriate behaviour. (You can find trainer guidance in Appendix 2.)

Or

- **Lucky dip.** Split the participants into small groups. Each group picks a Volunteer Code of Conduct card and discusses how to demonstrate this in their role. This activity should only be used with volunteers who have at least six months of guiding experience, for example those who are refreshing their knowledge or have recently changed roles. This is because the activity asks them to give examples of how they demonstrate this in their role. If they are a new volunteer, they may find this difficult.

See Appendix 2 for guidance on examples of acceptable and unacceptable behaviours, which can be used to discuss the activity outcomes. If you are asked a question, and you don't know the answer - for example, it may be about current legislation or laws in a different country - think about who you could refer the question to. Suggest you will find out and let everyone know after the training.

3. Debrief

Bring the groups back together, discuss their examples and answer any questions.

Everyone follows the Code. Emphasise it is good practice to give and explain the Volunteer Code of Conduct to all adults who are involved in helping with a Girlguiding activity, visiting a Girlguiding site (like contractors) or working with Girlguiding. While it is difficult to contemplate, there are people who do harm others, whether deliberately or through a lack of understanding of what constitutes abusive behaviour. Codes of conduct help reduce this risk as they ensure that everyone is aware of acceptable or unacceptable behaviour.

Involve young members too. Girls and young women should be actively involved in creating their own codes of behaviour as part of their unit guidelines, so they are clear on what is acceptable and unacceptable behaviour for them. Girls and young women we are working with should be made aware of the behaviour expected from adults, so they know what to do if they have a concern.

Learning outcomes

By the end of this session participants will be able to:

- Explain their understanding of their role in promoting the safety and welfare of girls, young women and adult members by following the Volunteer Code of Conduct
- Apply the Volunteer Code of Conduct to their role in Girlguiding.

Section 3: Safety and Wellbeing

Duration 20-30 minutes	Resources <ul style="list-style-type: none">• Presentation slides• Safety and wellbeing activity handouts• Flip chart, paper and pens	Session objectives By the end of this session trainers will have: <ul style="list-style-type: none">• Helped participants identify some of the common safety and wellbeing concerns that girls or young women may experience• Discussed how an adult volunteer's own safety and wellbeing may affect their behaviour• Explained why it is important to tell someone if they are concerned about the welfare of a child or behaviour of an adult.	Key messages <ul style="list-style-type: none">• A safe space is one which helps us to live out our values and Promise as good role models in a mutually respectful environment.• It's important to understand the safety and wellbeing issues affecting children, young people and adults to be able to look after them and create safe spaces.• Sometimes adult volunteers have their own safety and wellbeing concerns, and this may affect their behaviour and their ability to look after the safety and wellbeing of others.• If you have a concern about the safety and wellbeing of any girl or young woman, or you are concerned about the behaviour of an adult, including yourself, you must tell someone.
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1. Introduce the Girlguiding definitions of safe space, safety and wellbeing

A safe space. A safe space is one which helps us to live out our values and Promise. It increases self-esteem and self-confidence and gives the opportunity for adventure and challenge, while encouraging young members to think for themselves and make their own decisions. A safe space boosts confidence through relationships with non-authoritarian adults and adults who listen. It shows leaders and young leaders as role models and is an example of a mutually respectful environment. All adults within Girlguiding are responsible for creating safe, caring and inclusive spaces. It is one of the most important things we can all do.

Safety. Safety is about being protected from and not causing danger, risk, injury, illness, loss or harm. Safety can be a feeling, a physical object or place, and an action, and sometimes refers to the laws, rules, and principles that are intended to keep people safe. Safety is not just about what happens inside the meeting place, it is also about outside the meeting place, including days out, and may be about something that is happening at home.

Wellbeing. Wellbeing refers to a person's sense of contentment and satisfaction with their conditions in life and their current circumstances. It is closely linked to emotional balance and mental health but it is also affected by an individual's attitude, values and perspective. It is used to describe a person's health (mental and physical), comfort (for example, their living conditions), and happiness (which may include what people think and feel about their lives, their positive emotions and resilience, or their overall satisfaction with life).

It's important to understand the safety and wellbeing issues affecting children, young people and adults to be able to look after them and create safe spaces.

2. Safety and wellbeing activity

This activity is to help participants identify common safety and wellbeing concerns they may encounter, using their own knowledge and experience. Everyone's experience will be different, and safety and wellbeing concerns will vary with age, location and individuals. You may wish to talk about one or two of these in more detail if time allows.

However, it is important that participants understand they do not need to have an in-depth knowledge of the things they suggest, as there are resources available to them if they do want to know more. They don't need to be an expert to recognise safety and wellbeing concerns.

The choices for the activity are:

- **Facilitated discussion.** As a whole group, look at flip-chart answers from participants about the concerns that each age group (Rainbows and Brownies, Guides, Senior Section, Adults) may be affected by. This activity is good to use if you have a small group or want to manage the time and the discussions you have. You should spend five minutes on each age. However, it does require participants to get involved, so is only appropriate if you think participants are willing to share in the group.

Or

- **Group activity.** Split into small groups and allow participants to discuss and write answers in groups using the safety and wellbeing posters. This activity is good to use if you have more time and if the participants know each other. The activity gives participants an opportunity to talk to each other in their groups and to share their knowledge and experience. The training team should move around the room to make sure any questions are answered. If you have less time, you could split into five groups, with each group doing an age and presenting back.

Or

- **Mix and match.** Give each group safety and wellbeing cards and scenarios and ask them to match the concerns with the age group. Note that some concerns might be experienced by more than one age group. This activity is good to use with a group of new volunteers who may not know each other, or are from different locations, or have different communication needs. It allows participants to explore some of the concerns they may come across, without having to think of examples. If time allows you could also ask them to think about any other concerns you would add to the age group.

You can find example of the scenarios in Appendix 3. You will also find trainer guidance on examples of safety and welfare concerns - which can be used to discuss the activity outcomes - in Appendix 4.

3. Debrief

Bring the groups back together and answer any questions. Remind participants they could identify these concerns without having any specialist knowledge, which is important, as everyone has the skill to recognise if something may be wrong. Explain how any of these concerns may affect someone in guiding - young person or adult. They are common across the ages. They may be experiencing the concern themselves, or others around them may experience it. Building positive relationships with the girls and young women they volunteer with is one of the best ways to help make sure volunteers can spot when something is wrong.

Understanding the issues. Participants should be aware of how issues and concerns may vary between ages, locations and for individuals. Not everyone will need additional help or support. Creating a safe space for people in Girlguiding means we keep them safe while they are with us, but also provide an environment where they will feel confident to talk to someone if they need help with anything that may be happening outside of guiding.

Sometimes adult volunteers have their own safety and wellbeing concerns. For example, if an adult is dealing with ill-health, a change in job or relationship difficulties, they may be more stressed or tired and unable to cope with things as they normally would. This may affect their behaviour and their ability to look after the safety and wellbeing of others. As well as supporting our girls, we also need to support each other, to create safe spaces, but also recognise when we need support ourselves.

If volunteers are concerned about the safety and welfare of any girl or young woman, or about the behaviour of an adult, including themselves, they must tell someone.

Learning outcomes

By the end of this section participants will be able to:

- Describe some of the common safety and welfare concerns they may encounter when working with girls, young women and adult members.

Section 4: Safeguarding process - reporting concerns

Duration
10-15
minutes

Resources

- Presentation slides
- Safety policy and process
- Safeguarding pocket card

Session objectives

By the end of this session
trainers will have:

- Discussed with participants
how to raise concerns.

Key messages

- If you have any concern about a young member or a volunteer, you must seek advice or pass it on to the appropriate person.

1. Process for raising or reporting a concern

Remind participants that any concerns they may have about a person's safety or wellbeing must be reported to the appropriate people. Refer them to the [Safeguarding pocket card](#) and the [Safeguarding policy and process](#). It tells them what action they must take if they receive a disclosure or allegation or if they have concerns about abuse or harm. It also applies if they observe concerning behaviour from other adults within Girlguiding.

- **Be alert to signs of abuse and neglect.** Volunteers should be alert to such signs. This is everyone's responsibility.
- **Question behaviours.** The signs of abuse might not always be obvious and a vulnerable person might not tell anyone what is happening to them. Volunteers should question behaviours if something seems unusual. They should try to speak to the person, if appropriate, to seek further information but remain within sight and sound of other volunteers.
- **Seek help.** Concerns about a person can vary greatly in terms of their nature and seriousness, how they have been identified and over what duration they have arisen. If volunteers have concerns about a girl, young woman or adult that lead them to think they have been or could be harmed, they must ask for help. They should discuss their concerns with the unit leader in the first instance and if they are unavailable, contact their commissioner. If they are also unavailable, contact the Safeguarding team at HQ.

- **Report to Safeguarding team at HQ.** Never assume that someone else will take responsibility for reporting the concern to the Safeguarding team at HQ. Always check who has done this and, if in doubt, make the report. The Safeguarding team will take a lead in managing the safeguarding concern and ensuring that girls, young women and vulnerable people are protected.

Participants may not always follow all the above steps. Sometimes they may spot a sign of abuse which should be reported straight away.

2. In any medical emergency or when there is a risk of imminent, significant harm, you must contact 999

In any situation where someone is or could be at imminent or serious risk of harm **you must call 999 right away**. Any delay could result in unnecessary further harm or abuse. The person at risk could be a girl, young woman or adult within Girlguiding or an associated person such as a sibling or partner.

There are many different situations where a person may be at imminent or serious risk of harm. Here are some examples to help you identify what this means:

- They have said they intend to self-harm or are having suicidal thoughts.
- The alleged abuse or harm is being carried out at a place they are about to go to (for example, in the home).
- They have a life-threatening physical or psychological injury or condition.
- Someone who is causing them harm is coming to collect them at the end of the activity.

**Never assume that someone else has or is going to act in an emergency.
Always take responsibility yourself.**

3. How to listen and behave if you receive a disclosure, allegation or concern

Sometimes, a girl, young woman or adult will entrust you with personal information or they may have a concern about their safety or wellbeing. It is extremely important to understand our role, including what to say and how to behave.

If someone shares information with you directly (either about themselves or about someone else) you must:

- Listen carefully and trust that what is being said is correct
- Offer immediate support and reassurance
- Tell the person that you cannot keep it a secret. Explain that you may need to pass the information on to keep them, or other people, safe
- Stay calm. Try not to show signs of anxiety or shock
- Do not investigate, but try to find out as much as you can from them, using open questions
- Record an account of the conversation immediately, using the individual's actual words wherever possible. Sign, date and keep the record safe (see 'Reporting a concern' below)
- Share the report with your unit leader immediately
- Contact your commissioner and the HQ Safeguarding team to report the disclosure. Your unit leader will support you
- You must refer and must not investigate.

4. Concerned about a volunteer or staff member?

If you see or hear about any adult within Girlguiding acting in a concerning way or see this yourself you must report this. This could be someone:

- Endangering the safety of others
- Breaking the [Volunteer Code of Conduct](#)
- Behaving in conflict with our [values](#) and [Promise](#)
- Behaving in a way that could threaten the reputation of Girlguiding.

Immediately refer the matter to the unit leader or, in their absence, the commissioner. Contact HQ Safeguarding team if you cannot get hold of anyone else.

If you or an associated person (eg a partner or someone you live with) becomes involved in any police or social services investigation you must notify your commissioner immediately as there may be concerns that affect your suitability to work with girls and young women. This matter will be dealt with confidentially by the commissioner or Safeguarding team HQ.

5. If you notice signs or behavioural indicators of abuse or harm share them with your unit leader straight away. Follow the process below:

(You should briefly cover types of abuse and common signs of concerns and direct participants to further guidance and Level 2 training if they want more information.)

- **Give facts.** State clearly your concerns. If you also share your personal opinion, make it very clear that it is your personal point of view.
- **Don't investigate.** Don't try to find out more from the girl, young woman or adult before sharing your concerns. Don't question them or try to investigate in any way.
- **Discuss with immediate colleagues.** Share your concerns within the confidential setting of your immediate team in your unit, for instance, during your end of activity meeting. Use this time to identify if anyone else has similar concerns. This must be a confidential discussion.

6. Reporting an allegation, disclosure or concern

All allegations, disclosures or concerns must be recorded and reported in the following way regardless of who the source of the information is:

- **Complete written report.** Make a written record of the conversation immediately using the [report form](#). Sign and date, and keep it safe and confidential. Put in all the information you have including that of the person who brought the concern to your attention. Add dates, locations and personal details of those involved including:
 - The response given to the girl, young woman or adult
 - Details of who else knows and any liaison with professionals, parents/carers etc
- **Send report:** Send the report to your commissioner and the Safeguarding team at HQ as quickly as possible and never more than 24 hours after the disclosure, allegation or concern first came to your attention.

7. Bear in mind the following when reporting your concerns:

- State very clearly if you are concerned about the person's immediate safety.
- Keep fact and opinion separate.
- Identify any help given to the individual to address their immediate needs or if this is required.

8. Contact details

The Safeguarding team can be contacted for advice or to report a concern at safeguarding@girlguiding.org.uk or 0207 834 6242. If you have an urgent safeguarding concern outside of office working hours (9-5 Mon-Fri), please call the emergency number: 07508 032997.

At this point you should also give participants the contact details of their commissioner, if appropriate.

Learning outcomes

By the end of this section participants will be able to:

- Explain to someone else their understanding of their role and responsibilities
- Know how to raise concerns.

Section 5: Summary and close

Duration
10 minutes

Resources

- Presentation slides
- Quiz handouts
- Attendance certificates

Session objectives
By the end of this session trainers will have completed their mandatory introduction to Girlguiding's approach to safeguarding.

1. End of training quiz

Explain this is now the end of the training. Before finishing, participants will be given a quick quiz to see if they can remember some of the things they have covered in the training. The quiz can be done as one group out loud, using the slides, or handed out to small groups or individuals to complete.

2. Any questions?

Cover any remaining questions and remind participants where to go for further information.

3. Key messages

Remind participants of the key messages:

- Safeguarding is everyone's responsibility and we all have a role to play in keeping girls, young people and adults safe.
- Girlguiding aims to provide a safe girl-only space where girls and young women feel they can develop and express themselves. Creating safe spaces means that girls, young women and adults will be able to have fun, learn new things, make friends and grow.

- The [Volunteer Code of Conduct](#) helps everyone to know what behaviour is acceptable and unacceptable in Girlguiding and should guide all your interactions within Girlguiding to ensure everyone's safety and wellbeing.
- If you have a concern about the safety and wellbeing of any girl or young woman, or you are concerned about the behaviour of an adult, including yourself, you must seek advice or pass it on to the appropriate person.

4. Close

Thank everyone for their participation and let them know they have now completed their mandatory introduction to safeguarding in Girlguiding as part of their induction.

You may wish to refer again to the objectives and use a Girlguiding video at the end to remind participants of the positives of guiding.

Participants will now be able to:

- Explain the [Safeguarding policy and process](#) to others
- Apply their understanding of their role in promoting the safety and welfare of girls, young women and adult members by following the Volunteer Code of Conduct
- Describe some of the common safety and wellbeing concerns that girls or young women may experience, and understand how an adult volunteer's own safety and wellbeing may affect their behaviour
- 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.

Appendix 1: Volunteer Code of Conduct scenarios

Scenario cards can be printed off separately.

You can create other scenarios based on the guidance in Appendix 2. Some scenarios can go in several boxes.

Appropriate behaviour	Inappropriate behaviour
Abide by UK laws and guidance	Not abiding by UK laws and guidance
<ul style="list-style-type: none"> • Making sure everyone is wearing a seatbelt. • Making sure all unit meeting places are no smoking. 	<ul style="list-style-type: none"> • Committing a criminal act. • Possessing Illegal drugs.
Follow Girlguiding policies and procedures	Not following Girlguiding policies and procedures
<ul style="list-style-type: none"> • Following the accident and incident procedure if there is an accident. • Making sure your Commissioner authorises any residential events. 	<ul style="list-style-type: none"> • Not reporting if you have a safeguarding concern. • Not recording membership data (child and adult) on Go! (Girlguiding database)
Be responsible and accountable	Not being responsible and accountable
<ul style="list-style-type: none"> • Telling someone when you make a mistake. • Clearly communicating when a decision has been made about something. 	<ul style="list-style-type: none"> • Not apologising when you know you should. • Only blaming others when things go wrong.
Be fair and treat everyone with respect and dignity	Not being fair and not treating everyone with respect and dignity
<ul style="list-style-type: none"> • Putting aside an area or a room for quiet space or prayer. • Listening to other people's opinions and beliefs, especially if they differ from your own. 	<ul style="list-style-type: none"> • Refusing to take a girl into the unit because you have heard stories about how difficult the family is. • Insulting, criticising, or yelling at a person because they keep getting something wrong.
Be a good role model - behaviour and attitudes that are in line with our values and Promise	Not being a good role model - behaviour and attitudes that are not in line with our values and our Promise*
<ul style="list-style-type: none"> • Each term, work with girls to agree a code of behaviour. • Physical contact is age appropriate, in view of others, and initiated by the child or young person. 	<ul style="list-style-type: none"> • Using alcohol or drugs before or during any interaction with girls or young women. • Wearing inappropriate clothing for the role, setting or cultural context.

Appendix 1: Volunteer Code of Conduct scenarios *continued*

Appropriate behaviour	Inappropriate behaviour
<p align="center">Respect others' privacy</p>	<p align="center">Not respecting others' privacy</p>
<ul style="list-style-type: none"> • Only share confidential and sensitive information with those who need to know. • Have separate changing and toilet facilities for girls and adults. 	<ul style="list-style-type: none"> • Posting pictures online without getting consent from those in the pictures. • Letting parents from another unit know that one of your girls is transgender.
<p align="center">Communicate with others in an open and respectful way</p>	<p align="center">Not communicating with others in an open and respectful way</p>
<ul style="list-style-type: none"> • Deal with difficult situations and conversations calmly and sensitively. • Make sure all communications to girls are about Girlguiding matters. 	<ul style="list-style-type: none"> • Sending text messages to your Guides about a change in meeting place. • Sharing inappropriate or suggestive comments about another person - online or face to face.
<p align="center">Work together to promote Girlguiding mission and values</p>	<p align="center">Not working together to promote Girlguiding mission and values</p>
<ul style="list-style-type: none"> • Get to know girls' families and inviting them to guiding activities. • Work with girls to plan the weekly programme, so everyone is involved in the decision making. 	<ul style="list-style-type: none"> • Not passing on or not dealing with a complaint made by a parent. • Leaving young leaders to run activities with girls without any other adults being present.

Appendix 2: Volunteer Code of Conduct (guidance for trainers)

You can print posters off separately. This list does not include everything, but should give you an idea of the suggestions participants may come up with immediately.

Abiding by UK laws and guidance	
<p>Appropriate behaviour</p> <ul style="list-style-type: none"> • Ensuring meeting places are no smoking. • Following the seat belt and child seat legislation. • Having the correct insurance. <p>Inappropriate behaviour</p> <ul style="list-style-type: none"> • Any criminal act. • Possession of illegal drugs. • Buying alcohol for a child. 	<p>Comments</p> <ul style="list-style-type: none"> • Not following UK laws and legislation would be a serious breach of the Volunteer Code of Conduct, and should be reported immediately.
Follow Girlguiding policies and procedures (safety and safeguarding policy)	
<p>Appropriate behaviour</p> <ul style="list-style-type: none"> • Using GO to record members' details. • Following the residential events process, ensuring the commissioner has approved the event. • Following the accident or incident reporting procedures. • Keeping the emergency file up to date. <p>Inappropriate behaviour</p> <ul style="list-style-type: none"> • Not recording a volunteer, who is attending Guiding regularly, on GO • Not filling in a health information form for all under 16s on a residential event. • Conducting your own investigation into allegations or suspicions of potentially illegal or inappropriate behaviour. • Not having a Local Management Committee (LMC) to deal with the daily management and administration of the land or buildings the unit owns. 	<p>Comments</p> <ul style="list-style-type: none"> • Not following policies and procedures would be a serious breach of the Volunteer Code of Conduct. So all volunteers should be aware of their responsibilities. • Leaders in charge should make sure that all those they are working with understand the policies and how they are to be carried out. • All guidance on Girlguiding's policies can be found on the website.

Appendix 2: Volunteer Code of Conduct (guidance for trainers) *continued*

<h2>Be responsible and accountable</h2>	
<p>Appropriate behaviour</p> <ul style="list-style-type: none"> ● Acknowledging when a mistake has been made. ● Apologising when appropriate. ● Clearly communicating any decisions made. <p>Inappropriate behaviour</p> <ul style="list-style-type: none"> ● Blaming others for their mistakes. ● Expecting someone else to pass on information or report concerns. ● Not telling others if they have done something wrong. 	<p>Comments</p> <ul style="list-style-type: none"> ● All members should be responsible and accountable for their actions. There are policies and processes to help members understand their responsibilities and members should take ownership of their actions and decisions.
<h2>Be fair and treat everyone with respect and dignity</h2>	
<p>Appropriate behaviour</p> <ul style="list-style-type: none"> ● Being open to other people’s opinions and beliefs, especially if they differ from your own. ● Learning about other beliefs and respecting the spiritual choices of others. Providing time for prayer or spiritual activities. ● Making reasonable adjustments to make sure all members can be included. ● Providing balance and variety in the programme to meet the needs and wants of all girls, and making sure they have opportunities to try new things and develop their skills. Making sure girls have a say. <p>Inappropriate behaviour</p> <ul style="list-style-type: none"> ● Singling out an individual and providing special privileges and attention. ● Making inappropriate outbursts such as insults, criticism of religious beliefs, name calling, swearing or yelling at a vulnerable person. ● Running an activity that excludes an individual, eg organising for a unit to take part in an activity without ensuring that it can be adjusted for members with a mobility disability. ● Using nicknames which are inappropriate, demeaning or have not been created by the individual. Good practice is to use an individual’s given name. 	<p>Comments</p> <p>Equality and diversity No-one should be treated differently or disadvantaged because of:</p> <ul style="list-style-type: none"> ● Ethnic origin, nationality (or statelessness) or race ● Age ● Disability ● Religion or belief (including the absence of belief) ● Marital or civil partnership status ● Sexual orientation ● Pregnancy ● Gender reassignment ● Class or socio-economic status ● Political belief

Table continues overleaf

Be a good role model - behaviour and attitudes that are in line with our values and our Promise

Appropriate behaviour

- Agreeing unit guidelines so that everyone understands how they should behave towards each other.
- Having a positive ‘can do’ attitude, and not being afraid to speak out about the things you are passionate about.
- Trying to be true to yourself, so girls see a positive role model - online and offline.
- Being mindful of personal space, and open and transparent with physical contact. Physical contact should be age-appropriate, in view of others and initiated by the child or young person.

Inappropriate behaviour

- Wearing inappropriate clothing for the role, setting or cultural context.
- Using alcohol or drugs before or during any interaction with girls or young women.
- Showing materials to others which are sexual in nature or displaying such material in plain view of a girl, young woman or adult or making such material available others.
- Engaging in physical contact with a girl, young women or adult that may make the individual or a reasonable observer feel uncomfortable, or that may be seen by a reasonable observer to be violating reasonable boundaries.

Comments

Values and Promise

This point is all about our own behaviour and attitudes, making sure we are good role models to each other - online and offline. Our [values](#): We are caring, challenging, empowering, fun, inclusive and inspiring.

What am I doing:

- To do my best
- To be true to myself
- To develop my belief
- For Queen and community
- To help other people.

Girls need diversity of role models, and to see how we can live out our [Promise](#) and values in different, but real ways.

Respect others’ privacy

Appropriate behaviour

- Getting consent before taking pictures (this may include written parental consent and consent from the child).
- Getting consent from parents for a child’s personal data - electronically via Join Us enquiries or a signature from a parent on the Starting form.
- Only sharing confidential and sensitive information with those who need to know.
- Making sure there are appropriate toileting and changing facilities. .

Inappropriate behaviour

- Keeping pictures taken as part of Girlguiding for personal use.
- Keeping all documentation forever, despite the data retention policy and processes.
- Not sharing confidential information, for example, a child’s mental health history, with those who do not need to know.
- Running a residential event in which the accommodation is not adequate or there are not appropriate facilities for adults and young people.

Comments

Privacy comes in several forms:

- **Data privacy.** Thinking about how we store and download the data we collect and what we do with it.
- **Confidential information.** Thinking about information sharing, who needs to know what, making sure we don’t gossip or share information the individual has not consented to (unless it is a safeguarding concern).
- **Consent.** With both information and pictures, considering how we get the right consent, and showing good practice as a role model in getting consent.
- **Personal privacy.** As well as personal matters, we need to think about privacy for girls and adults when it comes to sleeping arrangements, toilets and changing facilities. Are we making sure that we are respecting people and giving them the choice, and the space they need to feel safe.

Appendix 2: Volunteer Code of Conduct (guidance for trainers) *continued*

Communicate with others in an open and respectful way	
<p>Appropriate behaviour</p> <ul style="list-style-type: none"> • Copying another member of the leadership team and parents into any message you send to a young member over the age of 14. • Dealing with difficult situations and conversations calmly and sensitively. • Ensuring any communication to girls is be about Girlguiding matters. . <p>Inappropriate behaviour</p> <ul style="list-style-type: none"> • Making suggestive or inappropriate remarks, swearing or threatening others online or face to face. • Telling inappropriate, sexual or lewd jokes or making comments to a girl, young woman or adult that are or is in any way suggestive, explicit or personal - both online and offline. • Contacting young members under 14. 	<p>Comments</p> <ul style="list-style-type: none"> • Communication is key to what we do, and the key message is always to be open and respectful. • The digital communication policy gives advice about communication by phone, email and text. • A Safe Cyberspace gives great advice about staying safe online. • Sometimes you may want to communicate more formally by working with the media.
Work together (with Girlguiding members, their parents and members of the public) to promote Girlguiding mission and values	
<p>Appropriate behaviour</p> <ul style="list-style-type: none"> • Role modelling working together as a team so girls learn about teamwork, sharing experiences, taking responsibility, personal relationships and leadership. • Get to know the girls’ families and having opportunities for them to find out more about guiding. • Using the Thanks badge as a sign of appreciation for volunteer support. <p>Inappropriate behaviour</p> <ul style="list-style-type: none"> • Deliberately placing yourself or others in a compromising position, for example, leaving young leaders to run a unit meeting without any adults. • Not passing on or dealing with a complaint made by a parent. • Not dealing with or managing inappropriate behaviour of girls or adult volunteers. 	<p>Comments</p> <ul style="list-style-type: none"> • We want all girls across the UK to have the space and opportunities they need to thrive, grow and give back to their communities. All girls in Girlguiding should get the chance to choose what they do. • Our leaders and adult volunteers give their time so that girls get their voices heard, do great activities and feel included and special. They are inspirational role models for girls and show them how to work together. • Being good role models, however, is also about dealing with the difficult things too, and dealing with conflict or issues together.

Appendix 3: Safety and wellbeing scenarios

These scenarios are suggestions for you to use. You can print scenarios off separately. Others could be created based on the guidance in Appendix 4.

Someone in the family has died	Drinking too much alcohol	Parents are separating
Worried about what people are saying about them online	Eating disorder	Exam stress
Just started school and people are making fun of them	Worried about relationship with partner	Lost job
Diagnosed with dementia	Feeling depressed	Having no money for lunch
Domestic violence	Parent getting married	Self-harming
Issues with friends	Being left home alone	Excluded from school
Broken leg	Questioning their sexuality	Moving house
Making new friends	In foster care	Caring for an ill parent

Appendix 4: Safety and wellbeing (guidance for trainers)

You can print posters off separately. This list does not include everything, but should give you an idea of the suggestions participants may come up with immediately.

Mental health

We could all suffer from issues affecting our mental health at any time. The 2015 Girls' Attitudes Survey shows that thousands of girls as young as seven years old are concerned about their mental wellbeing.

Where to find more resources:

- MindEd
[\(search 'think resilient' on our website\)](#)

Physical health

Like mental health, we could all suffer from poor physical health or illness at any time. For some people, their physical ability may have a more permanent effect.

Bereavement

Death affects everyone, but for younger children it can sometimes be difficult to make sense of. It is also difficult if it's someone in the unit, and it is important for us to be able to talk about death with our girls.

Where to find more resources:

- Cruse
cruse.org.uk

Bullying

Bullying can happen in any setting, to anyone - including within school, on the way to and from school, at college or university, at work or within voluntary activities such as Guiding.

Where to find more resources:

- Kidscape
kidscape.org.uk/advice/facts-about-bullying

Drug misuse

Although it may affect younger children, drug misuse is more common for older children and adults. This could be legal drugs, like painkillers, as well as illegal.

Where to find more resources:

- Frank
Friendly, confidential drugs advice
www.talktofrank.com

Alcohol misuse

It is not uncommon for this to be an issue in younger children too, but it is more common for teenagers and adults. However, anyone may be dealing with the effects of alcohol misuse from someone they know.

Where to find more resources:

- **Support for children of alcoholics**
nacoa.org.uk
- **Drink aware**
drinkaware.co.uk
- **Alcoholics Anonymous**
alcoholics-anonymous.org.uk

Sexual relationships

Any sexual relationship under 16 should be reported, but younger children may be showing harmful sexual behaviours or starting sexual relationships with peers. It is important that we help our girls have healthy relationships, but adults may also need support, especially when sexual relationships go wrong.

Where to find more resources:

- **Brook**
Sexual health for young people
www.brook.org.uk

Neglect

This is the persistent failure to meet a person's basic physical and/or psychological needs and it is likely to result in the serious impairment of a person's health or development.

Adults who rely on care, as well as children may be vulnerable to neglect. There is also research around the increase in teenage neglect.

Where to find more resources:

- **NSPCC Neglect**
nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/neglect

Abuse (physical, emotional, sexual)

It is difficult to create an exhaustive list of all possible types of abuse and harm or of all possible signs and indicators. Abuse and harm can be carried out both deliberately and intentionally and unintentionally and without malice.

Abuse and harm can also occur because of failure of a parent or carer to prevent another individual from being abusive or causing harm to occur. Physical signs as well as behavioural indicators may give cause for concern that an individual is being harmed or abused, so it is

important to build positive relationships with others and to remain vigilant.

Where to find more resources:

- **NSPCC Sexual abuse**
nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-abuse
- **NSPCC Physical abuse**
nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/physical-abuse
- **NSPCC Emotional Abuse**
nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/emotional-abuse
- **NSPCC Exploitation**
nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation
- **Girlguiding types of abuse and harm**
[\(search 'safeguarding the membership' on our website\)](#)

Self-harm

Often, when people think about self-harm they think about cutting behaviour, but self-harm can take many forms from eating disorders to physical or mental harm. Younger children may also harm themselves, for instance with repetitive banging of their head against a wall,

as a way to cope with situations they cannot handle.

Where to find more resources:

- selfharm.co.uk

Online safety

Online harm can come in many different forms including online sexual abuse and grooming, emotional abuse, online bullying and online exploitation. Almost anyone can become a victim online both because of people they know and strangers. You don't even have to use the internet yourself to become a victim online. People who are more likely to be affected by online abuse are those who are less clear about their right to be safe online and how to take steps to protect themselves from and report abuse.

Where to find more resources:

- **NSPCC online abuse**
nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse

Eating disorders

Eating disorders have been seen in younger children, although they are more likely in older children and adults.

Where to find more resources:

- **Beat**
b-eat.co.uk

Gangs

There are lots of reasons why young people feel the pressure to join gangs. They might be bored and looking for excitement or feel attracted to the status and power gangs can give them. They might join due to peer pressure, money or family problems. Gang membership can also make a child feel protected and that they belong. However, being involved with, or on the edges of, gangs might make them victims of violence. They might be abused, exploited or put into dangerous situations.

Where to find more resources:

- **NSPCC gangs and young people**
nspcc.org.uk/preventing-abuse/keeping-children-safe/staying-safe-away-from-home/gangs-young-people

Radicalisation

Radicalisation can occur quickly, or over a long period. Sometimes there are clear warning signs. In other cases the changes are less obvious. Teenage years are a time of great change and young people are often solitary, quick to get angry and distrustful of authority, which means that teenagers are more at risk. However, vulnerable adults are increasingly being targeted.

Where to find more resources:

- **Educate against Hate**
educateagainsthate.com

Marriage

Marriage should be a happy occasion, but it can also be a concern. For adults, it may be a stressful time. For children, if their parents are getting remarried, this may cause some stress as a new person joins their family.

For some young people, they may be forced into marriage, which can happen from primary school age, or as they get older (see honour-based violence, below).

Where to find more resources:

- **Karma Nirvana**
This is a UK-registered charity that supports victims and survivors of forced marriage and honour-based abuse.
karmanirvana.org.uk
0800 599 9247

Divorce

Divorce can be stressful and an emotionally difficult life event, especially if children are involved. Girls may need support, but equally adults may be going through divorce and need support or time out from guiding.

Where to find more resources:

- **CafCass**
Resources for children and parents
cafcass.gov.uk/leaflets-resources.aspx

Harmful cultural practices

(Honour-based violence; FGM; forced marriage)

This means An incident or crime which has or may have been committed to protect or defend the honour of the family and or the community. It includes female genital mutilation, forced marriage, practices like breast ironing and honour-based violence. This happens in locations across the country and not just in large cities. FGM and forced marriage are illegal in this country and any concerns should be reported immediately.

Where to find more resources:

- **NSPCC FGM Helpline**
0800 028 3550
fgmhelp@nspcc.org.uk
- **Karma Nirvana**
This is a UK-registered charity that supports victims and survivors of forced marriage and honour-based abuse.
karmanirvana.org.uk
0800 599 9247

Human trafficking/modern slavery

Human trafficking is the trade of humans, most commonly for sexual slavery, forced labour, or commercial sexual exploitation for the trafficker or others. Both adults and children can be trafficked, and this happens in

locations across the country and not just in large cities. Any concerns should be reported immediately.

Where to find more resources:

- **Unseen**
unseenuk.org

Relationship (domestic) abuse

Abuse in relationships can happen to anyone, and domestic violence now applies to teenage relationships as well as adult. It's not normal, it's never okay and it's not part of a healthy relationship. It isn't always physical: it can be emotional, financial, sexual or physical and can include threats, isolation, and intimidation. Relationship abuse is a pattern of abusive and coercive behaviours used to maintain power and control over a former or current intimate partner.

Where to find more resources

- **Tender**
For teenagers
tender.org.uk

Women's aid

Where to find more resource:

- womensaid.org.uk/information-support/what-is-domestic-abuse

Appendix 4: Safety and wellbeing (guidance for trainers) *continued*

Foster care

Fostering is a way of providing a family life for children who cannot live with their own parents. It is often used to provide temporary care while parents get help sorting out problems, take a break, or to help children or young people through a difficult period in their lives. This can be a stressful time for children and adults, so it's important to build good relationships with foster parents.

Often children will return home once the problems that caused them to go into foster care have been resolved and when their parents are able to look after them safely. Others may stay in long-term foster care, some may be adopted, and others will move on to live independently.

Where to find more resources:

- **Become**
For children
becomecharity.org.uk

Adoption

Adoption is a way of providing a child or children who cannot be raised by their own parents with a new family. Adoption is a legal procedure, which transfers the parental responsibility for the child to the adoptive parents. An adoption cannot be reversed once the

adoption order has been granted, except in very rare circumstances.

Where to find more resources:

- **Adoption UK**
adoptionuk.org

Carer

People may be carers at any age:

Young carers are children under 18 with caring responsibilities.

A parent carer is someone over 18 who provides care to a disabled child for whom they have parental responsibility.

A non-parent carer of a disabled child is someone over 18 who provides care to a disabled child for whom they do not have parental responsibility (such as a grandparent).

There are also adult carers who provide care - unpaid - for a family member or friend with an illness or disability, mental health condition or an addiction.

Where to find more resources:

- **Young Carers**
carersuk.org
(search for 'young carers')

Dementia

Dementia is caused by several diseases that affect the brain. The most common is Alzheimer's but there are other diseases too.

More people over 65 have dementia but it is not exclusively an older person's disease; younger people get dementia too.

There are things we can do to help make Guiding dementia friendly.

Where to find more resources:

- **Dementia friends**
dementiafriends.org.uk

Exam stress

Exam stress can be a real worry for girls and young women. Exam stress can start when they feel they can't cope with revision, or if they feel pressure from school or family. They might be worried about failure or not getting the grades for the course or job they want.

Where to find more resource:

- **Childline**
childline.org.uk
(search for 'exam-stress')

Unemployment

Losing a job can be a stressful life experience, so it's normal for someone to feel angry, hurt, depressed, scared, or grief at what they have lost, or anxious about what the future holds. Adults who are going through the loss of a job, or are unable to get a job, may need the safe space and support that guiding provides, but they may need to take time out to take care of themselves. Citizens advice provide a range of service of help of advice.



Girlguiding
17-19 Buckingham Palace Road
London, SW1W 0PT
www.girlguiding.org.uk
Reg. Charity Number 306016.