

# A Safe Space

Level 2 - Creating a safe space

Session plan (with full guidance)



# Introduction

This session plan is one of four designed to support you as a trainer in running A Safe Space safeguarding training sessions ([A Safe Space training resources](#)). Although you can attend the four sessions separately, each level builds on the previous one, so it's best to complete them in order.

If you decide to run two or three training sessions together over several evenings, or as a one-day or weekend programme (eg Level 1 and 2 together), you should use this training guide alongside the 'A Safe Space combination plans' training resource.

## Aims and objectives of this training

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

When participants have completed this training, they will be able to:

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

# 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 there are key messages for each section.

## Are there any handouts?

Give everyone in your training session the [Safeguarding pocket card](#) and copy of [Being Prepared](#) if possible as a reminder of what was in the session. Email the Safeguarding team for copies of the Safeguarding pocket card at [safeguarding@girlguiding.org.uk](mailto:safeguarding@girlguiding.org.uk)

## How long is the session?

It will take between two and two 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 [safeguarding](#) for any relevant guidance on country legislation.
  - [England](#)
  - [Scotland](#)
  - [Ulster](#)
  - [Cymru](#)
- Make sure you understand Girlguiding's policies and processes on safeguarding
- Include contact details for local commissioners and country/region 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 may have to 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 area](#) of the Girlguiding website 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](mailto:leadership@girlguiding.org.uk)

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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](mailto: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.

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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 2 - Creating a safe space session plan

<b>District/division/county/country/region</b>	Any county	<b>Date</b>		<b>Section</b>	All sections
<b>Can members of The Senior Section, such as young leaders, attend?</b>	Yes, provided the appropriate consent and risk assessments have been made	<b>Time</b>	2 hrs to 2 hr 30 mins	<b>Expected numbers</b>	20 to 25 (more time will be needed for larger groups)
<b>Copy of information sent to participants seen?</b>	Yes	<b>Break time allocated</b>	No	<b>Actual numbers</b>	
<b>Key person to liaise with</b>		<b>Phone number</b>		<b>Email address</b>	
<b>Title of training session</b>	A Safe Space, Level 2 - Creating a safe space				
<b>Facilities available</b>	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.				
<b>Additional needs</b>	When collecting information on participants, consider their 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.				
<b>Things that training organiser has asked to be covered</b>	Where possible, relate local contacts to the relevant procedures and support or tell participants where to find them.				
<b>Budget for session</b>	Confirm the budget for the session.				

<b>Aim</b>	The aim of the training is to build on members' understanding of their role and responsibilities in promoting the safety and wellbeing of girls, young women and adults, so they can be confident in creating safe spaces and reporting any concerns.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Explore why safe spaces are important for promoting safety and wellbeing, and protecting people from harm and abuse.</li> <li>2. Consider how personal experiences, beliefs and attitudes can affect a person's understanding of safe spaces, and the need for all members to demonstrate a sharing and caring attitude towards others they encounter within Girlguiding.</li> <li>3. Identify what makes a person, place or activity potentially unsafe for children, young people and adults in Girlguiding.</li> <li>4. Discuss how risk assessment supports creating safe spaces and carry out a basic risk assessment to identify and reduce the risk of harm and create safer spaces for children, young people and adults in Girlguiding.</li> <li>5. Explain why it is everyone's responsibility to challenge unsafe practices or behaviours and how to identify and appropriately report safeguarding concerns.</li> </ol>
<b>Outcomes</b>	<p>When participants have completed this training, they will be able to identify some of the factors that influence the safety and wellbeing of children, young people and adults. Explain why safe spaces are important in Girlguiding and carry out a basic risk assessment to reduce the risk of harm and create safer spaces for everyone.</p> <p>Participants will also be able to acknowledge how personal experiences and beliefs and attitudes can impact on a person's understanding of safe spaces and be able to demonstrate a sharing and caring attitude towards girls, young women and adult members in Girlguiding.</p>

<b>Equipment needed</b>					
<b>Training box</b>	Yes	<b>Mobile phone</b>	Yes	<b>Bin bags</b>	Yes/No
<b>Flip chart</b>	Yes	<b>Flip-chart stand</b>	Yes	<b>Refreshments</b>	Yes/No
<b>Section resource box</b>	Yes/No	<b>Music</b>	Yes/No	<b>Risk assessment</b>	Yes
<b>First aid kit</b>	Yes	<b>Extension lead</b>	Yes/No	<b>Poster displays</b>	Yes
<b>Laptop and projector</b>	Yes	<b>USB stick etc</b>	Yes	<b>Leadership qualification/ other qualification</b>	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	<b>Welcome/introduction</b> <ul style="list-style-type: none"> <li>• Aims and objectives of the session</li> <li>• Introductions</li> <li>• Learning agreement</li> </ul>	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 which will contribute to creating a supportive learning environment, and what to do if a participant wants further support.
15	<b>What is a safe space?</b> Remind participants of the Girlguiding definition of 'safe space', 'safety, and 'wellbeing', and explain why safe spaces are important in Girlguiding. 'Circle of safety' activity. Come back together to discuss answers and link the environmental, physical, emotional and social aspects of being safe through to vulnerability. Explain how safeguarding covers both the promotion of safety and welfare and the protection of people from harm.	Talk    Activity Talk	<ul style="list-style-type: none"> <li>• 'Circle of safety' activity handouts</li> <li>• Flip chart paper, pens and stickers</li> </ul>	1    3	With each activity, you will need the list of situations they, as adults, may find themselves in. The choices for the activity are: <ul style="list-style-type: none"> <li>• <b>Circle of safety.</b> Each scenario has a large piece of paper with target circles - the centre labelled 'I feel really safe', and the outside 'I do not feel safe at all'. Every participant gets stickers and they stick one on each circle as appropriate.</li> <li>• <b>Picture cards.</b> Each situation is a picture card and the activity can be completed in small groups or singly with picture cards, where participants put the cards on a scale.</li> <li>• <b>People scale.</b> Whole group activity where one side of the room is labelled 'I feel really safe', and the other 'I do not feel safe at all'. Ask people to rate how safe they feel in this situation by choosing somewhere to stand in the room.</li> </ul> The purpose of the activity is to help participants understand that everyone has a different understanding of what a safe space is, and that what makes one person feel safe may make another feel unsafe. That's why everyone should have a sharing and caring attitude towards others they encounter within Girlguiding.

Table continues overleaf

Time (mins)	Activity	Training method	Resources needed	Objective number met	Comments
35-45	<p><b>Creating safe spaces</b></p> <p>Come back together to discuss answers and highlight any areas of good guiding. Where appropriate, remind participants what the <a href="#">Volunteer Code of Conduct</a> says.</p> <p>Remind participants taking part in challenges and adventurous activities is an important part of the guiding experience - and the ability to manage challenges and risks is an essential skill for the successful development of girls and young women into adulthood.</p> <p>Identifying what makes something or someone potentially unsafe is important when creating safe spaces, and a key part of risk assessment.</p>	<p>Activity</p> <p>Facilitated discussion</p> <p>Talk</p>	<ul style="list-style-type: none"> <li>• 'Is this safe?' activity handouts</li> <li>• Flip chart paper and pens</li> </ul>	<p>2</p> <p>3</p>	<p>Eight to ten scenarios. Each scenario will be something volunteers may come across. The activity asks them to think about why the scenario might be unsafe (are there any dangers, risks or unsafe practices?) or make someone (child or adult) feel unsafe.</p> <p>The choices for the activity are:</p> <ul style="list-style-type: none"> <li>• <b>Group activity.</b> Split into groups and allow participants to discuss each scenario and write answers in groups.</li> <li>• <b>Posters.</b> Print out a large copy of each scenario and attach to the wall. Groups move around the room and add their comments to each one, so they are building on the previous group's work.</li> </ul> <p>The purpose of the activity is to help participants think about what makes a place, activity or person potentially unsafe and why.</p> <p>Each scenario has an example answer sheet. This can be handed out to participants and used as a reflective tool or instead of whole group feedback.</p>
35-45	<p><b>Safe spaces and managing risk</b></p> <p>Introduce 'Being prepared' and cover the main principles of risk assessment.</p> <p>'Being prepared - basic risk assessment' activity</p> <p>Come back together to answer any questions.</p>	<p>Talk</p> <p>Activity</p> <p>Facilitated discussion</p>	<ul style="list-style-type: none"> <li>• 'Being prepared'</li> <li>• 'Is this safe?' activity handouts and pictures</li> <li>• A Safe Space booklets</li> <li>• Flip chart paper and pens</li> </ul>	4	<p>The purpose of the activity is to carry out a basic risk assessment using Girlguiding template.</p> <p>The choices for the activity are:</p> <ul style="list-style-type: none"> <li>• <b>Facilitated discussion:</b> and allow participants to discuss each scenario and write their risk assessment. (Each scenario should have two groups.) After ten minutes ask each of the two groups to share and compare their risk assessments. After five minutes, hand out the example risk assessments to each group.</li> <li>• <b>Speed risk assessment.</b> Print out a large copy of each picture and attach it to the wall or place on a table with the blank risk assessment template. Split into four groups (if it's a large group, have two sets of four groups). Groups have five minutes to look at the scenario and start filling in the risk assessment. After five minutes ask the groups to move to the next table. This time they get four minutes to add to the risk assessment already started. Move the groups again for the third scenario, giving them three minutes. Finally move the groups to the fourth scenario and give them two minutes.</li> </ul>

Time (mins)	Activity	Training method	Resources needed	Objective number met	Comments
15-20	<p><b>Reporting concerns</b></p> <p>Explain why it is everyone's responsibility to challenge unsafe practices or behaviours and how to identify and appropriately report safeguarding concerns.</p> <p>'What would you do? Risk assessing' activity.</p> <p>Come back together to discuss and answer any questions.</p>	<p>Talk</p> <p>Activity</p> <p>Facilitated discussion</p>	<ul style="list-style-type: none"> <li>A Safe Space booklets</li> <li>'What would you do? - Risk assessing' activity handouts</li> </ul>	5	<p>This activity aims to remind participants about the reporting procedures if an unsafe scenario cannot be managed and needs to be reported. It also allows the trainer to recap on the information in the A Safe Space booklet about allegations of abuse, disclosures and other concerns.</p> <p>Each participant or group will get a series of cards with actions they could take (e.g. speak to the leader, call the commissioner, get advice from the Safeguarding team, talk to the child, talk to the parent). Groups should select the answer they think is most appropriate as a first action.</p> <p>This activity can either be carried out in a large group with people holding up their cards, or in small groups, with the trainer feeding back the answers. Expand on any points where there are queries.</p>
5-10	<p><b>Summary and close</b></p> <p>Chance for participants to 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 <a href="#">surveymonkey</a>) if they have WI FI and a smart phone or take away the link to do later.</p>	Talk	<ul style="list-style-type: none"> <li>Attendance certificates</li> </ul>	4	Trainers may wish to use a Girlguiding video at the end to remind participants of the positives of guiding.

# Welcome and introduction

**Duration**  
5 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 session will cover
- Agreed ways of working which will contribute to creating 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, which 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 purpose of the training is to build on participants' understanding of their role and responsibilities in promoting the safety and wellbeing of girls, young women and adults, so they can be confident in creating safe spaces and reporting any concerns.

The overall objectives of the training are to:

- **Explore why safe spaces are important** for both the promotion of safety and wellbeing, and the protection of people from harm and abuse
- **Consider how personal experiences, beliefs and attitudes can impact on a person's understanding** of safe spaces, and the need for all members to demonstrate a sharing and caring attitude towards others they encounter in guiding

- **Identify what makes a person, place or activity potentially unsafe** for children, young people and adults in Girlguiding
- **Discuss how risk assessment supports the creation of safe spaces** and carry out a basic risk assessment to identify and reduce the risk of harm and create safer spaces for children, young people and adults in Girlguiding
- **Explain why it is everyone's responsibility to challenge unsafe practices** or behaviours and how to identify and appropriately report safeguarding concerns.

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

### 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 the training team are not counsellors.

Any stories or experiences which participants wish to share should remain general and they must not share anything that is personal or sensitive (for example, that might lead to a young person or adult being identified). The training session is also 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:

- Know 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: What is a safe space?

<b>Duration</b> 15 minutes	<b>Resources</b> <ul style="list-style-type: none"><li>• Presentation slides</li><li>• ‘Circle of Safety’ activity handouts</li><li>• Flip chart paper and pens</li><li>• Stickers</li></ul>	<b>Session objectives</b> By the end of this session trainers will have: <ul style="list-style-type: none"><li>• Reminded participants of Girlguiding’s definition of a safe space</li><li>• Helped them reflect on the things that make them feel safe</li><li>• Discussed the factors that may affect the vulnerability of a child, young person or adult and how this relates to the potential risk of harm.</li></ul>	<b>Key messages</b> <ul style="list-style-type: none"><li>• A safe space is one which helps us live out our values and Promise as good role models in a mutually respectful environment.</li><li>• Throughout our life we are exposed to all kinds of situations and incidents. Some of these may increase our vulnerability - physically, environmentally, emotionally or socially.</li><li>• When we are vulnerable, we potentially expose ourselves to the possibility of being harmed, either physically or emotionally.</li><li>• We cannot always influence factors that make a person vulnerable. However, we can make sure our guiding environments create safe spaces and build relationships where individuals can learn and feel supported and empowered.</li><li>• These factors, such as having a strong peer network and engaging in positive activities that make a meaningful contribution, can make us more resilient and better able to cope with life’s challenges.</li></ul>
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### 1. Safe space reminder

Remind participants of the Girlguiding definitions of ‘safe space’, ‘safety, and ‘wellbeing’ and explain why safe spaces are important in Girlguiding.

**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. The creation of safe, caring and inclusive spaces is the responsibility of all adults in Girlguiding and is one of the most important things we can all do.

**Safety.** Safety is about being protected from, and not causing, danger, risk, injury, 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 it, 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 also affected by an individual's attitude, values and perspective.

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 girls, young women and adult members will be able to have fun, learn new things, make friends and grow.

## 2. 'Circle of safety' activity

This activity aims to help participants understand that everyone will have a different understanding of what a safe space is, and that what makes one person feel safe may make someone else feel unsafe. That's why everyone should have a sharing and caring attitude towards others they encounter in guiding. For this activity, you will need the list of situations that they, as adults, may find themselves in.

The choices for the activity are:

- **Circle of safety.** Each scenario has a large piece of paper or the picture with the Circle of Safety target next to it. The centre of the target is labelled, 'I feel really safe', and the outside, 'I do not feel safe at all'. Each participant gets stickers and they stick one on each circle as appropriate. This is a good choice of activity when people don't know each other as it is anonymous and could be carried out as they arrive at the training session. It is also a good choice if you have a large group of people, but you will need to keep them moving to ensure it's a short activity.

Or

- **Picture cards.** Each situation is a picture card and the activity can be completed in small groups or individually, with participants putting the picture cards on a scale. This activity is good to use if you have more time and if you have small groups of participants who know each other, as they will feel safer sharing with each other.

Or

- **People scale.** Whole group activity where one side of the room is labelled, 'I feel really safe', and the other, 'I do not feel safe at all'. Ask participants to rate how safe they feel in this situation by choosing somewhere to stand in the room. Only use this activity if you are confident the participants will be comfortable taking part, as this choice exposes them to each other early in the session. For example, if they already know each other and are all part of the same unit, this would be a good activity.

### 3. Debrief

Bring the groups back together, highlight the outcomes and answer any questions.

**Vulnerability.** Throughout our life, we are exposed to all kinds of situations and incidents. Some of these may increase our vulnerability - physically, environmentally, emotionally or socially. The things that make us who we are - for example, our gender, personality, sexuality, family, friendships, familiar places - usually help us to feel safe. But they can make us feel unsafe if our environment, family or friends change. Changes in environments, such as new places or circumstances, a new job, relationship or exams, may also make us more vulnerable. When we are vulnerable we potentially expose ourselves to the possibility of being harmed, either physically or emotionally.

**Recognising vulnerability.** It's important for us to recognise our vulnerabilities as well as those of others if we want to create safe spaces suitable for everyone involved in guiding. It is not always easy to identify that a person is vulnerable. Vulnerability is hard to talk about. It's easy to pretend that we are not vulnerable to emotions, people, jobs, relationships, etc.

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Some individuals and groups of people are more vulnerable and are less likely to either seek or receive help and support if they are experiencing abuse or being harmed in some way - for example, if they have a physical or learning disability, if they do not speak the same language, or if they are a victim of domestic abuse (refer to Girlguiding's guidance on more vulnerable groups).

**Why creating safe spaces is important.** We cannot always influence factors that make a person vulnerable. We each bring with us our own experiences, attitudes and beliefs which shape our understanding of vulnerability and safe spaces. However, we can make sure our guiding environments create safe spaces and build relationships where individuals can learn, feel supported and build resilience. By making time for, and being thoughtful about, the things that make people feel safe and unsafe, we are more likely to develop the skills and ability to cope with, and rise to, the inevitable challenges, problems and setbacks we may meet. And we can come back stronger from them. We should also remember that this may change over time, which is why creating safe spaces should be an ongoing process in units and with our volunteers.

A resilient individual has the knowledge, ability and confidence to be actively involved in, and responsible for, their own safety and wellbeing and to cope with life's challenges. Guiding can provide a place of safety for individuals that does not expose them to the risk of harm - one that enables girls, young women and adults to be better able to proactively take responsibility for their own safety and wellbeing.

#### **Learning outcomes**

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

- Explain why safe spaces are important in Girlguiding and what creating a safe space in Girlguiding means
- State some of the factors that influence the vulnerability of children, young people and adults they may be working with.

## Section 2: Creating safe spaces

**Duration**  
35-45  
minutes

**Resources**

- Presentation slides
- ‘Is this safe?’ activity handouts
- A Safe Space booklets
- Flip chart paper and pens

**Session objectives**

By the end of this session trainers will have:

- Helped participants explore what makes a person, place or activity potentially unsafe for children, young people and adults in Girlguiding
- Highlighted how personal experiences, beliefs and attitudes can impact on a person’s understanding of safety.

**Key messages**

- Guiding is about offering girls fun, adventure and challenge - but all activities involve a degree of risk. The ability to manage challenges and risks (emotional, physical or social) is an essential skill for the successful development of girls and young women into adulthood. You need to be confident about offering guiding experiences that are exciting and challenging while still being safe.
- Identifying what makes something or someone potentially unsafe is important when creating safe spaces, and a key part of risk assessment.

### 1. Instructions

Girlguiding recognises that it is not possible to create environments that are completely free of all risk to health, safety or wellbeing. Often this is also not desirable, as exposure to acceptable levels of risk enables girls and young women to learn and grow and to develop the skills they need to protect themselves from risk in the future. Girlguiding does, however, have a responsibility to manage and reduce the level of risks to an acceptable level, and avoid unnecessary risks. As a volunteer, you have a shared responsibility for bringing risk management and assessment to life, embedding them in all aspects of your Girlguiding activities.

## 2. 'Is this safe?' activity

The purpose of the activity is to help participants think about what makes a place, activity or person potentially unsafe and why. Each choice of activity asks them to look at different scenarios they may come across in guiding, and to discuss why the scenario might be unsafe and what they would do to make it safe. This is a good opportunity to remind them about the Volunteer Code of Conduct. Explain to participants they may not agree with each other, so they should challenge constructively. Taking into account different opinions and experiences is an important part of risk assessment - someone else may bring a new perspective that we have not previously thought about.

The choices for the activity are:

- **Group activity.** Split into groups and allow participants to discuss each 'Is this safe?' scenario and write answers in groups using the 'Is this safe?' poster template. It's good to use this activity if you have more time and if the participants know each other. It gives participants the chance 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 can be answered. Pick out any main points during the feedback.

Or

- **Posters.** Print out a large copy of each 'Is this safe?' scenario and poster template (or write on a flip chart sheet) and attach it to the wall. Split participants into smaller groups and ask them to move around the room and add their comments to each poster, so they are building on the previous group's work. Allow a few minutes per poster, depending on the size of the group. This activity is good for volunteers who have some experience of guiding already. The activity still lets the participants 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.

Each scenario has a trainer guidance (Appendix 1) to use as a reflective tool or as part of the whole group feedback. There will not be time to use all the scenarios unless you are running a longer session, so you should pick at least one from each section, and others that may be appropriate.

### 3. Debrief

Bring the groups back together and discuss their examples and answer any questions. Thank the participants and explain there isn't always definitive guidance when it comes to risk assessment, but that the scenarios may happen in guiding and often fall under these categories:

- **Child safety and wellbeing concerns.** These concerns may be accidents that happen at the meeting place, or you may notice behaviour or a change in behaviour which concerns you. In most circumstances you would talk to the girl and try and find out what is causing the behaviour, or let them know they are unsafe. If you were worried, you could also talk to parents/carers to find out if there is something happening that may be causing the behaviour. This would not be appropriate if you thought parents/carers were part of the concern: you should always speak to the unit leader or commissioner if you are not sure.
- **Adult safety and wellbeing concerns.** Concerns about adults are often about their behaviour being unsafe or not appropriate in a guiding context. It's important for all adults to maintain professional boundaries, and the Volunteer Code of Conduct helps. If you notice a change in behaviour or you are worried about their safety you should talk to the individual if you can, to find out what is causing the behaviour. If you feel unsure about talking to them, always let your unit leader know.
- **Communications.** Girlguiding has policies on both communications and digital communications - [A Safe Cyberspace](#) will tell you about online safety. All communications should be appropriate to guiding and not personal. They should also be sent by the agreed method and you should be mindful of the language you use and the time you send it.
- **Physical contact.** Adults often worry about physical contact and it is important that we are mindful of what is appropriate and safe. Sometimes, if a girl is happy or sad they may initiate contact with us. Physical contact should always be initiated by the girl or young women, should be age-appropriate and in sight of other people. If others know what you are doing, it is less likely to be misconstrued. Talk about this with girls as everyone has different personal space boundaries, and physical contact may make adults and young people feel uncomfortable or unsafe.

- **Meeting place safety.** Most accidents happen in the meeting place, so we must make sure we are always alert. However, we should also think about how girls are getting to and from the unit, and what to do if we are sharing the space with others. It is not always safe to run two sections at the same time.
- **Residential events.** Residential events can be fun, but they need to be planned properly. You will be in a different environment, both physically and emotionally. Girls are more likely to tell you what their worries are, but they may also behave differently to how they do in unit meetings. Privacy is important when away, so you should think carefully about the venues you chose, and whether they will offer the appropriate sleeping arrangements and privacy for washing and changing. Remember that most meeting places are not licensed to be used overnight for residential, so always check first. Always tell parents if a child is sick or has an accident while away. There is guidance for running residential events and it is important to follow it, especially when making sure volunteers who are helping have been properly checked during recruitment.
- **Supervising activities.** For the safety of the girls and yourself, you should always have more volunteers than the ratios (which are minimum requirements) suggest. You should also have completed the right risk assessments to run your activities safely. Supervision also need to be appropriate to the age and the activity. Remember that young leaders are not adults, and they should not be left alone with girls without adult supervision. Adults supervising activities need to be present and aware of their responsibilities - for example, not using mobile phones during activities. The leadership team should also consider what would happen in an emergency, and whether there are enough adults with the right skills and experience to manage any situations.

**Exciting but safe.** Remind participants that taking part in challenges and adventurous activities is an important part of the guiding experience - and the ability to manage challenges and risks (emotional, physical or social) is an essential skill for the successful development of girls and young women into adulthood. Participants need to be confident about offering guiding experiences that are exciting, challenging - and safe (in other words, avoiding unnecessary and unacceptable risks).



**Identify potential risks.** Identifying what makes something, or someone, potentially unsafe is important when creating safe spaces and a key part of risk assessment. This is covered in more detail in the next session. Sometimes our personal experiences, beliefs and attitudes can affect our understanding of safety. For example, if we have injured ourselves in a fire we may be more aware of the risks that fire poses, or if we have been bullied online we may be more aware of the risks and impact of what we say online.

**Resolving disagreements.** There may be times where you disagree about the risks that have been identified. In most instances Girlguiding's policy and guidance - such as the Volunteer Code of Conduct - will help, as they give you an agreed framework of what is or isn't acceptable behaviour. If you are ever unsure, ask for help from your unit Leaders or commissioners.

**Creating safer spaces.** Once we identify that something or someone is unsafe, we need to do something about it. It is everyone's responsibility to challenge unsafe practices, and to make sure that the places we meet, activities we run and people who support us do not put others at risk of harm. The Volunteer Code of Conduct is a part of making sure everyone in guiding has safe spaces, because it gives us some clear guidelines on how to behave. Through the last activity participants have been reminded of this, and have considered strategies that make things safer.

#### Learning outcomes

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

- Identify potentially unsafe behaviours, environments or activities
- Establish strategies to create safer spaces for children, young people and adults.

## Section 3: Safe spaces and managing risk

<b>Duration</b> 35-45 minutes	<b>Resources</b> <ul style="list-style-type: none"><li>• Presentation slides</li><li>• ‘Being prepared’ guide</li><li>• ‘Is this safe?’ activity handouts and pictures</li><li>• A Safe Space booklets</li><li>• Flip chart paper and pens</li></ul>	<b>Session objectives</b> By the end of this session trainers will have: <ul style="list-style-type: none"><li>• Introduced ‘Being prepared’, the Girlguiding guide to risk assessment</li><li>• Supported participants in carrying out a basic risk assessment.</li></ul>	<b>Key messages</b> <ul style="list-style-type: none"><li>• The ‘Being prepared’ guidance explains how to plan activities so they’re as safe as possible.</li><li>• The assessment of risk is an ongoing process.</li><li>• Informal risk assessment isn’t always written down. That’s why communication between leaders and with the girls, and prompt action, are important.</li><li>• The task of creating a safe environment can be shared between girls and leaders in a safe environment.</li><li>• Girlguiding’s policies and related statements provide a structure in which guiding can take place safely, consistently and in accordance with legislation.</li></ul>
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### 1. Introduce ‘Being prepared’

For an activity to contain an element of challenge, it may also include an element of risk. All activities, even those in the meeting place, carry an element of risk. ‘Being prepared’ explains how to plan activities so they’re as safe as possible - from games and cooking in the meeting place to adventure days and trips to help your local community. It includes a step-by-step way to assess and manage risk. This should help volunteers feel confident about offering guiding experiences that are exciting, challenging and safe. This session is designed introduce people to the key principles.

**Hazards and risks.** Hazards and risks are all around us. When you are responsible for a unit of girls you need to think about risks and how you are going to manage them. **Hazards** are sources of potential harm. Some are easy to spot, such as moving traffic, hot water, heights. Others may be less obvious, like extremes of heat or cold, very bright light, or unseen bacteria. For a hazard to pose a threat to an individual or group, there must be some form of human interaction. **Risk** is the extent of any harm or undesirable effect which could arise, taken together with the likelihood of the threat happening.

**Three categories.** In terms of assessing risk it is useful to divide risk situations into three categories: **high, medium and low**. In everyday language, we often refer to high-risk activities as ‘dangerous’. We also talk about relative risk; for example, crossing the road is riskier than crossing the meeting hall. When planning any activity or event, you need to consider what level of risk is acceptable as part of your risk management.

**Risk assessment system.** Volunteers are expected to ensure the unit’s programme is carried out safely and must:

- Ensure risk assessments are put in place to allow an activity to take place safely, not to prevent the activity from happening
- Carry out risk assessments for all activities in guiding, not just those which seem the most dangerous
- Incorporate all aspects of the activity for which they are responsible into the risk assessment
- Continue to assess the risks throughout the activity and respond to any changes, for example in the weather.

Unlike many approaches to risk assessment, this system starts positively by outlining the potential benefits to the girls in doing an activity. When you establish the benefits first, it is then possible to assess the risks in context.

<b>The risk assessment system</b>	
<b>1. Benefits</b>	Why are you doing the activity? What are the benefits?
<b>2. Hazards</b>	What are the hazards?
<b>3. Effects</b>	What are the possible effects of those hazards?
<b>4. Degree of severity</b>	How serious would each of those effects be?
<b>5. Likelihood</b>	How likely is it that each effect will occur?
<b>6. Assessment of risk</b>	How risky does that make it (high, medium or low)?
<b>7. Management of risk</b>	Can you reduce the risk? If so, how? What steps can you take to help the benefits outweigh the risk by eliminating, reducing or controlling the hazards?
<b>8. Balanced decision</b>	Should you take the remaining risk or is it not worth it?

## 2. 'Being prepared: basic risk assessment' activity

The purpose of the activity is for participants to carry out a basic risk assessment using a Girlguiding template. Each choice of activity asks them to look at two scenarios: one at the meeting place and one outside the meeting place, and to complete a risk assessment using the template. Each scenario is a picture of a guiding activity. Further information and scenarios can be found in the 'Being prepared' resource.

The choices for the activity are:

- **Group activity.** Split into eight groups and allow participants to discuss each scenario and write their risk assessment. Each scenario should have two groups. After ten minutes ask each of the two groups - those with the same scenario - to share and compare their risk assessments. After five minutes, hand out the 'Being prepared' resource to each group, so they can compare their risk assessment to the examples given in the resource. This activity allows participants to work together and to peer review their risk assessments. This is a good activity to choose if you have less time and want to manage discussions, as the feedback is completed in groups rather than all together.

Or

- **Speed risk assessment.** Print out a copy of each scenario and put it on the wall or a table with the blank risk assessment template. Split into four groups (if it's a large group, have two sets of four groups). Groups have five minutes to look at the scenario and start filling in the risk assessment. After five minutes ask the groups to move to the next table. This time they get four minutes to add to the risk assessment already started. Move groups again for the third scenario and give them three minutes. Finally, move groups to the fourth scenario and give them two minutes. This activity is better for volunteers who have some experience of guiding already. The activity asks the participants to think about things quickly, which is what they may need to do in a real-life scenario, but it also allows for knowledge building and sharing as the participants add to each other's ideas.

Or

- **Unit risk assessment.** If participants are all from the same unit, or you have groups of participants from the same unit, this activity asks them to create a risk assessment for their unit. This is a good activity if all the volunteers are from the same unit or local team, as it helps them work together on something they can use after the training. Make sure they choose an activity they will be doing inside the meeting place, and one they would do outside the meeting place. The trainer will need to spend more time supporting and guiding the groups in this activity, making sure they do not forget any important areas.

### 3. Debrief

Bring the groups back together so you can discuss their risk assessments and answer any questions.

**Inclusive risk assessment.** It may seem that there is a higher risk to some members taking part in activities than to others. This could make leaders worry about including all in adventurous activities. However, taking a person-centred approach to risk assessments will help make sure that all members can be included. Potential or perceived risk should never be used as a reason to treat a person with additional needs differently to the rest of the unit. If leaders need to amend an activity or prevent it from taking place due to a potential risk, this should be done for the whole unit.

- **Involve the girl or their parents/carers.** A leader's view of a person's abilities, or what would be challenging to them in the activity, will be different to how they feel about their own abilities. So girls should be included in all decisions made. They are the expert on their abilities and may be able to advise you about adjustments made in the past. They may also highlight specific people to support them.
- **All things in proportion.** Adjustments that are made to an activity should be made in proportion to the risk. For example, if a floor is wet, a suitable adjustment would be to mop it. It would not be proportional to the risk to rope off the wet area and prevent girls entering the room. The same applies with inclusive forms of risk assessment. Removing a member from an event or activity will, very often, not be in proportion to the risk.
- **Consider the benefits to the member versus the potential risk.** When risk assessing an activity for young members, consider the potential benefits of taking part in an activity. Controlled risks in adventurous activities, such as wearing a helmet and using a qualified instructor when climbing or abseiling, can increase the enjoyment. Controlling the risks in an activity is a balance between keeping happy and safe. With all perceived risks removed, the young member will be safe but will not necessarily enjoy themselves. Not managing any of the identified risks will mean that the young member is not safe, and will most likely not enjoy the activity. When risks are identified and managed, girls will be able to be independent and enjoy the activity in a controlled environment, allowing them to develop and grow.

*Continues overleaf*

**Ongoing process of risk assessment.** Assessing risk is a continuous process. Volunteers should make sure a unit meeting risk assessment is done for each venue. Then units should add their own specific items relating to their own people, programme and circumstances. This will need reviewing once a year and amending when numbers change dramatically; when new, more risky activities are introduced or when adults or girls with any additional needs join the unit etc. Each programme activity should have a written risk assessment too. If you do an activity more than once you don't need to write a whole new risk assessment. You just need to see if anything has changed from the previous occasion.

**Informal risk assessment.** Informal risk assessment isn't always written down. During an activity, the conditions or circumstances can change, and you might identify another risk. So, communication between volunteers and with the girls, and prompt action, are important. The leadership team should also discuss informally any risk issues as they arise at the beginning of, or during, a meeting. Effective communication means both adults and young people understand how to play their part in together ensuring everyone is safe and happy.

**Include girls.** Remember that most girls join guiding for the adventure. It is our task to provide that in a safe environment. This task can be shared between girls.

**Away from the normal meeting place.** A leader must inform her district commissioner of any activity that takes place outside the normal meeting place or time. You need information and consent forms signed by parents/guardians for these meetings.

You should consider:

- Whether the activity is appropriate to the age and ability of the girls participating
- How to consider all the needs of all participants - medical, dietary, access, faith and cultural
- Whether the location, conditions and time of day are appropriate
- Whether all the participants are wearing clothing appropriate for the activity and weather
- How to minimise the impact on the environment
- What might cause the activity to be cancelled and what the consequences of cancellation will mean
- The possibility of adult volunteers being suddenly unable to attend an event or activity which might result in cancellation.

**Home contact.** When volunteers are taking part in an activity outside of the normal meeting place and time, they should assign a responsible adult as a 'home contact'. A home contact is a person who is invited to act as a first point of contact if plans change, or if there's an accident or emergency. They must be available throughout the event and not be related to anyone who's attending it.

Some risks cannot be foreseen and therefore, the volunteers involved may not be able to control them fully.

**Emergency file.** All units and Girlguiding areas should have an emergency file that contains all the forms you need to manage an emergency effectively. Take it with you to all guiding activities. It should contain:

- Notification of accident or incident form
- Accident/incident witness statement
- Risk assessment form
- Emergency action plan
- Emergency contact information
- Fire evacuation information
- Benefits scheme.

#### Learning outcomes

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

- Carry out a basic risk assessment
- State the contents of the Girlguiding emergency file and when to use it.

## Section 4: Reporting concerns

<b>Duration</b> 15-20 minutes	<b>Resources</b> <ul style="list-style-type: none"><li>• Presentation slides</li><li>• ‘What would you do?’- Risk assessing activity handouts</li></ul>	<b>Session objectives</b> By the end of this session trainers will have: <ul style="list-style-type: none"><li>• Explained how to report safeguarding concerns appropriately</li><li>• Discussed how it is everyone’s responsibility to respond to safety concerns and challenge poor practice.</li></ul>	<b>Key messages</b> <ul style="list-style-type: none"><li>• You should speak out if you see poor or unsafe practice or behaviour, Girlguiding’s policy is to support you to raise concerns and challenge poor practice.</li><li>• Some risks can be managed, but it is important to know when to report behaviours, places or activities that are putting people at risk of harm, or have already harmed someone.</li></ul>
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### 1. ‘What would you do?’ activity

Explain that it is everyone’s responsibility to challenge unsafe practices or behaviours and know how to identify and appropriately report safeguarding concerns. The aim of this activity is to remind participants about reporting procedures if an unsafe scenario cannot be managed and needs to be reported. It also allows the trainer to recap on the information in the A Safe Space booklet about allegations of abuse, disclosures and other concerns.

Each participant or group will get a series of reporting concerns scenarios (the trainer may wish to choose a selection), with actions they could take. Groups should discuss and select the answer they think is most appropriate as a first action. This activity should be carried out in small groups, so that participants feel safe and can discuss their answers with each other. It is not necessary to give feedback on each scenario, but answer any questions participants may have and highlight any scenarios that are clearly safeguarding concerns.



## 2. Debrief

Bring the groups back together to discuss their answers and answer any questions. Expand on any points where there are queries.

- **Talk to a girl.** If a girl is upset or behaving differently, you may want to talk with her first. It's important not to ask probing questions, but a simple 'You seem like you are worried today' may help her to share if she has concerns. It is also important to ask clarifying questions to understand what she is saying, like 'What do you mean when you say...'
- **Talk to parents.** If you are worried about the wellbeing of a girl it may be appropriate to talk to parents. Something may have happened outside of guiding, or the behaviour could be something parents and carers manage at home. You should not talk to parents if you think this will put a girl at more risk of harm.
- **Talk to the volunteer.** If a volunteer has behaved inappropriately or is doing something unsafe, it's OK to talk to them about it. They may not know. However, you should let your unit leader know about these conversations after you have them, just in case it has happened before.
- **Speak to the unit leader.** In most situations at the meeting place, your unit leader will be the first person you speak to. However, if you don't think this is appropriate, or the concern is about them, you can always call your commissioner or the Safeguarding team for advice.
- **Call the commissioner.** If the unit leader is not available, you should always call the commissioner if you have any concerns. You would also call them as part of the reporting procedures.
- **Call the police.** If anyone is at immediate risk or danger, you should always call the police. If you are concerned about a child's safety, and you cannot find a parent or alternative person to be with them, you should also call the police. Do not put yourself at risk of harm.

*Continues overleaf*

- **Call the Safeguarding team.** The Safeguarding team can be called at any time for help and advice. If you are really concerned and don't know what to do, there is an out of hours service that will help you make the right call. Sometimes, you may want to talk to someone to get advice and guidance before talking to your unit leader.

Reporting concerns. 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. If they are ever in doubt they should seek advice.

#### **Learning outcomes**

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

- Explain why it is everyone's responsibility to challenge unsafe practices or behaviours
- Identify and appropriately report safeguarding concerns.

# Section 5: Summary and close

**Duration**  
10 minutes

- Resources**
- Presentation slides
  - Quiz handouts
  - Attendance certificates

## 1. Any questions?

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

## 2. Key messages

Remind participants of the key messages:

- 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 is everyone's responsibility to help create safe spaces and protect the vulnerable from harm.
- We cannot always influence factors that make a person vulnerable. However, we can make sure our guiding environments create safe spaces and build relationships where individuals can learn, and feel supported and empowered.
- By regularly thinking about how we risk assess the emotional, social and physical aspects of guiding, we can keep the people, places and activities within Girlguiding safe, and enable a great guiding experience for all. This should be an ongoing process - a responsibility shared between girls and leaders in a safe environment.
- You should speak out if you see poor or unsafe practice or behaviour, knowing that Girlguiding's policy is to support you in acting and in how to challenge.

*Continues overleaf*

### 3. Close

Thank everyone for their participation and let them know they have now completed the training. 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:

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

# Appendix 1: ‘Is this safe?’ - guidance on scenarios

The guidance on the scenarios is to help trainers with any questions and is not exhaustive. Participants may come up with other suggestions.

Scenario	What are the risks to safety or wellbeing?	Are there any other concerns or questions about this scenario? What more would you like to know?	What would you do to make it safer? (people, places, activities)
<b>Child safety and wellbeing</b>			
Removing a girl from the unit for a week because they won't behave.	The girl is a risk to others or herself. Behaviour could be an indicator of harm or abuse. If a leader is not able to manage challenging behaviour, this may have an emotional impact on their own wellbeing.	Are there already codes of behaviour in place which girls have helped create? What do we mean by remove? Is this a consequence or sanction? Need to try and find out the cause of the behaviour. Is the behaviour due to inadequate supervision or poor activities? Do leaders feel confident in managing behaviour?	<ul style="list-style-type: none"> <li>When girls join, talk to their parents/carers if appropriate, about any needs they may have, including an awareness of triggers for certain behaviours. They may have strategies in place at home that could help.</li> <li>You may need more adults to help or provide one-to-one support to girls, or some support around managing behaviour. Everyone should manage behaviour in the same way.</li> <li>Create codes of behaviour with girls and agree consequences so that everyone knows what's appropriate.</li> <li>Be mindful that this could be an indicator of harm or abuse, especially if the behaviour is new.</li> <li>There may be aspects of the meeting place which encourage poor behaviour, so think about where this occurs and if you can change anything.</li> <li>Sometimes girls will misbehave because the activities they are doing are not engaging them. Make sure they are involved in planning activities and that there is variety.</li> </ul>
Letting mum collect a girl, when usually dad would be collecting her.	This may be perfectly OK, it's just that the parent/carer's routines have changed. If you know the parents/carers are separated is there a risk that mum is not allowed access to the girl? There may be risk to leaders if we stop mum from taking child. There may be risks to the emotional wellbeing of the child who may be caught in the middle of a custody battle.	Pay attention to the behaviour of the girl and be aware of any signs of unease. What has prompted the change of plans? If something doesn't seem right, ask the girl or the parent/carers open questions about the situation.	<ul style="list-style-type: none"> <li>Know who the parents/carers for girls are and who to expect at collection time. Be up front with parents about your expectations during arrival and departure time.</li> <li>Be clear to parents about your responsibility to the girl and who the main contact/parent/carer is who will communicate with you if you know there are discussions about custody.</li> <li>Supervision during arrival and departure is important in keeping girls safe. Consider where parents/carers wait and how the girls are collected.</li> <li>Use activities to help girls know how to stay safe and what to do if they ever feel unsafe.</li> </ul>

Appendix 1: 'Is this safe?' - guidance on scenarios *continued*

Scenario	What are the risks to safety or wellbeing?	Are there any other concerns or questions about this scenario? What more would you like to know?	What would you do to make it safer? (people, places, activities)
Letting girls walk home after the weekly meeting	Risks to safety will be dependent on the area, the time of year and the age. May be more concerned if they are walking home alone.	Is this something they do every week? How far do they have to walk? Do they know how to stay safe? Is it appropriate for their age? It would be less safe for a Rainbow or Brownie to walk home on their own.	<ul style="list-style-type: none"> <li>• Make sure girls have the skills and experience to be able to walk home alone. Where possible, suggest they do this in groups.</li> <li>• Agree with parents/carers what will happen and what to do if something happens.</li> <li>• Work with girls to risk assess the places they may be walking and whether they are appropriate.</li> <li>• Will the places be more unsafe at night?</li> <li>• Run 'staying safe' activities, and maybe use the route home as a practice run for risk assessing, so the girls build up their skills in staying safe in a practical way.</li> </ul>
<b>Adult safety and wellbeing</b>			
Running a bar area for adults on a county camp.	Alcohol blurs boundaries, because it impairs a person's judgement physically and mentally, so a person who has drunk alcohol will always present more risks to manage. There may be a risk that adults find it difficult to be appropriate role models, or find it more difficult to carry out duties the next day. Adults may be a risk to girls or other adults. Who is in charge if some of the team are drinking? There's a risk girls may drink alcohol.	Any person responsible for young people should not be consuming alcohol. Some girls may have experiences of alcohol misuse in the home, and we should be mindful of this when considering if it's appropriate for guiding activities The behaviour we model is important to girls and not everyone is able to drink responsibly. Need to be mindful of cultural sensitivities about alcohol consumption.	<ul style="list-style-type: none"> <li>• Clear guidelines around alcohol and behaviour should be in place, and no alcohol should be consumed in front of girls.</li> <li>• Doing a rota of on-duty and off-duty personnel is useful.</li> <li>• Talk to other leaders and girls about how they feel about a bar being available.</li> <li>• Ensure the bar is in a separate area from any areas the girls may be.</li> <li>• Bar area is supervised by other adults and behaviour is managed (including stopping people drinking before they have consumed too much).</li> <li>• Make sure there is adequate adult supervision for those not consuming alcohol.</li> <li>• Consider not opening the bar until activities with girls have finished for the day.</li> </ul>

<p>One of the older leaders seems to keep forgetting things, so you have decided to only let them help in the kitchen.</p>	<p>There are risks in a kitchen which make it unsafe. Risk to self or others.</p> <p>Emotionally they may feel like they are being pushed away from the main activities and this may impact them.</p> <p>Will they be supervised?</p> <p>Girls may still have access to the kitchen.</p>	<p>What is causing the forgetfulness - possibly dementia? If there are concerns, this should be reported.</p> <p>It's important to help volunteers stay involved, but only if there is the right support and supervision in place. May be more at risk by staying.</p> <p>Need to be mindful of the emotional impact on the individual's wellbeing. Guiding may be the thing that is keeping them going.</p>	<ul style="list-style-type: none"> <li>• Be clear about roles and responsibilities, and if a person's circumstances change, change their responsibilities.</li> <li>• Provide extra support or supervision if available.</li> <li>• If the individual consents, share with others what may be happening to them, so everyone can be aware and support them.</li> <li>• There may be occasions when an individual can no longer be involved in guiding because they present too much of a risk to themselves or others. It is important to have honest conversations about this.</li> <li>• <a href="#">Dementia friends</a> have great resources about making places more friendly. Use these to help create a safer environment.</li> <li>• Try and find activities the individual can play a role in, as this will keep them involved. Make sure you risk assess and support them.</li> <li>• You may consider running activities with your members to help them understand some of the effects of getting older.</li> </ul>
<b>Communications</b>			
<p>Being friends with a girl on Facebook.</p>	<p>Inappropriate relationship outside of guiding. Access to girl 24 hours a day.</p> <p>Communicating outside of guiding activities.</p> <p>Adult potentially putting themselves at risk through their online behaviour.</p>	<p>Refer to 'A Safe Cyberspace' for guidance on what is appropriate.</p> <p>Is the girl old enough to be on Facebook and do parents/carers know?</p> <p>How safe are leaders on Facebook?</p> <p>It's important adults are good role models in the online world as well as the offline world.</p>	<ul style="list-style-type: none"> <li>• Help girls, young women and adults understand how to stay safe online and set up appropriate setting and security.</li> <li>• Be clear about the online code of behaviour and expectations.</li> <li>• Set boundaries by creating specific guiding profiles several adults have access to.</li> <li>• Different sites may pose different risks, so be clear about risk in relation to sites.</li> <li>• Be clear about the purpose of online activities and how they relate to guiding, and let parents/carers know.</li> <li>• Make sure any online communication is copied in to another leader and that others have access to shared sites.</li> </ul>

**Appendix 1: 'Is this safe?' - guidance on scenarios *continued***

<p>Texting a girl to tell them there has been a change of venue.</p>	<p>Depending on the age of the girl this may be acceptable. Communication with younger girls should only be through parents/ carers. One-on-one communication does not follow guidelines. What if they don't get the text? Will they go to the other venue? Time of day the text is sent may be a risk, especially if sent late at night</p>	<p>Are you giving girls personal phone numbers? Be aware of age limits if using messaging apps like WhatsApp (15+) to communicate. If you are using these apps make sure other adults are on it too.</p>	<ul style="list-style-type: none"> <li>• Clear guidelines on how to communicate to girls, parents/ carers and leaders - including time of day, appropriate conversation and who will do it.</li> <li>• If possible, have a unit phone so that it's distinct from a personal number.</li> <li>• If using messaging apps, ensure several adults have admin access.</li> <li>• Group text facility may be an appropriate way to communicate to several girls at once and allow you to copy in others.</li> <li>• Parents/carers copied in to texts or messages so it is open and transparent.</li> </ul>
<p>Taking photos of girls, to update the Group website.</p>	<p>Are they appropriate? Consent? What if the girls don't want their picture taken? What if they can't have picture taken (some adopted children need to remain anonymous). Who can view and use the photos? Where are the photos stored?</p>	<p>Here it is clear the photos are for the group website, but it may not always be clear. Many people use social media and messaging apps to share pictures, which can be positive - but they should still seek proper consent before sharing online.</p>	<ul style="list-style-type: none"> <li>• Get consent from parents/carers about the photo. Even after consent, always check with the girl and their parents that they are happy with the photo and where it will be posted.</li> <li>• Try not to identify the girl if you are using it as publicity.</li> <li>• Make sure the picture is only posted where you said it would be on a guiding website (although be aware that anyone could copy it).</li> <li>• Make sure pictures taken are in guiding places.</li> <li>• Don't store the photos on a personal device.</li> <li>• Make sure the activities are safe and show guiding in a positive light.</li> <li>• Make sure girls are dressed appropriately.</li> </ul>
<p><b>Physical contact</b></p>			
<p>Sitting a distressed girl on your knee to comfort them.</p>	<p>Is it appropriate and safe? Sometimes, if a girl is happy or sad they may want contact with us. Crossing personal boundaries? It may make a girl feel more uncomfortable.</p>	<p>This may depend on the age of the child. Most of us would be concerned if we saw a Senior Section member sitting on a leader's lap, whereas we may not be as worried if it were a Rainbow. Are there other ways to give comfort which are safer? Who initiated the contact? What if it's your own child? We have a role in helping girls understand appropriate and safe contact.</p>	<ul style="list-style-type: none"> <li>• Physical contact should be appropriate to the age and situation, and always initiated by girls not adults.</li> <li>• Physical contact should always be in sight of other people, even if it is appropriate to the age or situation. If others know and can see what you are doing, it is less likely to be misconstrued.</li> <li>• If a girl is happy or sad they may want contact with us.</li> <li>• Talk about personal space boundaries with girls as well as adults, as physical contact may make adults and young people feel uncomfortable or unsafe.</li> </ul>



Scenario	What are the risks to safety or wellbeing?	Are there any other concerns or questions about this scenario? What more would you like to know?	What would you do to make it safer? (people, places, activities)
Holding hands with a girl when crossing the road.	<p>This is mainly a safety scenario, but it may not be necessary.</p> <p>Risk if an adult keeps doing it when there is no need.</p> <p>May be necessary for some children who run off.</p> <p>How the hand is held may pose a risk, especially if held too tightly.</p>	<p>Age appropriate?</p> <p>Is it to keep them safe?</p> <p>Does the girl initiate the contact? If a child is constantly wanting to hold hands, what would you do?</p> <p>Guiding is helping build resilience, so we should be teaching girls how to stay safe.</p> <p>Could they hold each other's hand and look out for each other instead?</p>	<ul style="list-style-type: none"> <li>• Make sure all adults are aware of what is appropriate for the age.</li> <li>• Help girls understand how to stay safe when crossing a road.</li> <li>• Cross at an appropriate crossing where possible, to minimise risks.</li> <li>• Good adult supervision (enough adults) make situations safer.</li> </ul>
Standing behind a girl to demonstrate use of climbing equipment.	<p>In this situation, most contact is aimed at keeping the girl safe.</p> <p>Personal space issues. Would it be better to stand on the side?</p> <p>Is it needed?</p> <p>If they didn't know what was happening they may feel uncomfortable.</p>	<p>Does demonstration need to be physical?</p> <p>Age and activity appropriate?</p> <p>Does the instructor make a difference? Do they know Girlguiding's Volunteer Code of Conduct? If the instructor is male, may the girl be more uncomfortable?</p>	<ul style="list-style-type: none"> <li>• Let the girl know out loud what you are going to do, so she knows your actions.</li> <li>• Ask 'is this OK?' after you have explained what you need to do so they can consent.</li> <li>• Be open and transparent and in view of others.</li> <li>• Give briefings to girls before activities so they know what to expect and if any contact is involved.</li> </ul>
<b>Meeting place safety</b>			
Climbing on chair to open a window.	<p>Accident - fall off the chair/chair breaks.</p> <p>Injury to self or others.</p>	<p>Most accidents will occur in the meeting place, when people are not assessing what they are doing.</p> <p>Is there someone else who could help?</p> <p>Can they reach the window from the chair?</p>	<ul style="list-style-type: none"> <li>• Get someone to help or hold the chair, making sure no girls are nearby.</li> <li>• Tell someone what you are doing.</li> <li>• Check whether the windows can be opened, or if there is an easier way.</li> </ul>

Appendix 1: 'Is this safe?' - guidance on scenarios *continued*

Scenario	What are the risks to safety or wellbeing?	Are there any other concerns or questions about this scenario? What more would you like to know?	What would you do to make it safer? (people, places, activities)
Running after a girl after they have left the meeting place in the middle of activities.	Being alone with girl. Leaving the rest of the group unattended. Depending on where the meeting place is, and what the time is, there may be risks to safety.	Don't know why they have run out. The size of the meeting place and number of adults may affect how girls are supervised. The safety of the girl is a priority but not if you put yourself at risk. Is there a need to call parents?	<ul style="list-style-type: none"> <li>• Make sure another adult knows what has happened and where you are going.</li> <li>• Make sure there are enough adults to supervise activities.</li> <li>• Consider how you manage the entrances and exits to the meeting place. Is someone always close by?</li> <li>• You may need to stop or change the activities other girls are doing if more adults are needed to help.</li> </ul>
Transporting a girl home because they have not been picked up at the end of a meeting.	Being alone with a girl. Girl's and your safety.	Is there anyone at home? Is it safe to transport them? How old are they and does this make a difference? Where does our duty of care end? On some occasions the best response is to call the police.	<ul style="list-style-type: none"> <li>• In this situation, contact parents to find out what is happening. If you cannot make contact, find alternatives, such as a friend's house they could go to.</li> <li>• Be clear with parents/carers about what happens if a girl is not collected and have an emergency contact just in case.</li> <li>• If you do transport the girl, let your unit leader and commissioner know immediately what you are going to do.</li> <li>• Try and make sure there are at least two adults left at the end of the meeting in case of emergencies.</li> </ul>
<b>Residential events</b>			
After one of the leaders drops out of an event, another parent says they can help, but they have not been through the recruitment checks. It's an emergency, so this once you hope it's OK.	Appropriate person - they may be a risk to girls or adults. Risk to insurance. Breach of guiding policy - risk to reputation.	Is it better to go ahead with the event rather than cancel? What happens if something does go wrong? Will they get the training they need?	<ul style="list-style-type: none"> <li>• Plan events and residentials in plenty of time, so any recruitment checks can be completed in plenty of time.</li> <li>• Recruit more adults than you need in case some drop out.</li> <li>• Have a contingency plan, or speak to leaders in another unit to see if they can help.</li> <li>• Be prepared to cancel the event if you do not have adequate supervision in place.</li> </ul>

<p>Sleeping in the same room with girls on a residential event.</p>	<p>Privacy. Blurring boundaries. Getting to sleep.</p>	<p>How do you ensure privacy for both girls and leaders? Privacy is important no matter the age. What if it is shared accommodation? What if you were sleeping in the normal meeting place? What if you are camping and bad weather means you need to take shelter in an alternative location like a wooden barn? What if there are male volunteers?</p>	<ul style="list-style-type: none"> <li>• Plan for all sleeping, washing and toilet facilities to be self-contained, with separate rooms for girls close to those occupied by the leaders.</li> <li>• If adults share a sleeping area with under-18s, there must be at least two adults present, and parents/carers should be informed of the arrangements (sleepovers in museums are a good example of when this may happen).</li> <li>• If male volunteers or male children are present, there must be separate sleeping and bathroom facilities for them.</li> <li>• Pop-up tents can be a good way to ensure privacy for girls and adults.</li> <li>• If the venue is not normally used for overnight accommodation (for example a church or school hall), the local police and fire service need to be informed that the sleepover is taking place, and you should check insurance covers you.</li> <li>• You will also need to make sure there are suitable washing and toilet facilities and you will need to complete risk assessments as the risk may be different to those during a meeting.</li> <li>• As part of the planning processes leaders should consider emergency and alternative arrangements.</li> <li>• In an emergency, leaders should assess how to best make use of the space and maintain privacy. For example, separate areas could be used for adults and girls, and some adults could remain on duty throughout the night. The home contact should know what is going on as soon as possible.</li> </ul>
<p>Not telling parents that their child was sick on camp until they pick them up.</p>	<p>Girl may have other medical conditions you don't know about which put them at more risk. Reputation of guiding and relationship with parents. Food poisoning - affecting others? Contagious?</p>	<p>Do you have adequate first aid provision? If a child is sick it may be food poisoning or an illness that is contagious.</p>	<ul style="list-style-type: none"> <li>• Make sure parents/carers are aware of the first aid provisions at events and activities, and what you will do if a child is ill.</li> <li>• Inform parents if a child is sick, as they may be able to provide further help and advice, or they may feel it appropriate to bring the child home (this is the girl's and parent/carer's decision, not yours.)</li> <li>• Record any illnesses and report as required.</li> </ul>

Scenario	What are the risks to safety or wellbeing?	Are there any other concerns or questions about this scenario? What more would you like to know?	What would you do to make it safer? (people, places, activities)
<b>Supervision</b>			
Assisting a young person with toileting.	<p>Privacy. Being alone with a young person. Inappropriate contact. Potential abuse or harm if they are more vulnerable. Embarrassment for girl (especially if they have had an accident).</p>	<p>Does the child have needs the parents/carers have not informed you about? Are you comfortable offering assistance? If a child has an accident is there spare clothing available for them?</p>	<ul style="list-style-type: none"> <li>• If a girl needs additional support a personal care plan should be written up and agreed with parents/carers.</li> <li>• If it's an accident, where possible help the girl to do things for herself.</li> <li>• Ensure you are in sight and sound of someone else if you need to help a girl with toileting. Working in pairs is always safer.</li> <li>• If you can't be with someone else, tell someone where you are going and make sure you record the incident.</li> <li>• A friend may be better helping a girl than an adult. Always ask what assistance they need, before giving it.</li> </ul>
Running a Rainbow meeting with two adults and three young leaders.	<p>This situation may be safe depending on the number of girls and the activities run. Not enough adults to supervise may lead to accidents or injuries. Limits to activities that can be run affect the quality of guiding. Stress to adults running the meeting and supervising young leaders. Managing behaviour may be more difficult. Risk of treating young leaders as adults.</p>	<p>Two adults are the minimum number - what happens if something goes wrong? What if there is an issue or concern with one of the young leaders? What if the venue has lots of rooms or is large?</p>	<ul style="list-style-type: none"> <li>• Risk assess the meeting place and all activities to ensure adequate supervision.</li> <li>• Involve all the girls in the risk assessments so they know how to stay safe.</li> <li>• Ask for help if you don't have enough adults.</li> <li>• If you share a meeting space with others, talk to them about how you interact with each other.</li> </ul>
Supervising young people getting undressed for swimming.	<p>Privacy. Managing behaviour if not supervised. Risk from members of public in a public changing area.</p>	<p>Is it age appropriate? Are there adequate changing facilities? If parents/carers are helping, do they understand their role?</p>	<ul style="list-style-type: none"> <li>• Visit and risk assess the swimming pool before attending so you know what to expect and how to supervise.</li> <li>• Where possible try and use separate areas or separate cubicles so girls have privacy.</li> <li>• Find out from parents/carers if their child needs any help when changing.</li> <li>• Make sure appropriate supervision is in place and, if parents/carers are helping, they have received the Volunteer Code of Conduct and understand their responsibilities.</li> </ul>

## Appendix 2: What would you do? (guidance for trainers)

<p>A Brownie tells you that she has a secret she is not meant to tell anyone.</p>	<p>In this situation it would be appropriate to talk to the girl to clarify what she is telling you. It could be as simple as saying that if the secret is making her feel sad, she should find someone she trusts to talk to. Always tell your unit leader after a discussion like this, as they may think it appropriate to ask the parent. Remember, it could be a good secret or something another girl has said.</p>
<p>You see a leader sharing pictures with a girl on Instagram.</p>	<p>This will depend on how the Instagram accounts are being used - if they are Girlguiding accounts, there may not be any risks. However, if the accounts are more personal, this may blur the boundaries between guiding and home. It would also depend on what kind of pictures are being shared. If you felt confident, you could talk to the volunteer as they may not know the guidance, or speak to your unit leader who should have a conversation with the volunteer.</p>
<p>A young member has begun showing particularly affectionate behaviour towards a unit helper.</p>	<p>The unit helper may not have noticed the behaviour, so in the first instance you may want to talk to the helper. The girl's feelings need to be considered, and this may be a sign that something else is going on in the child's life. It would definitely be appropriate to talk with the unit leader.</p>
<p>A young member is persistently displaying behaviour that is difficult to manage.</p>	<p>If you have a good relationship with the girl it may be appropriate to talk to her and find out if anything is upsetting her, especially if this is not usual behaviour. You could also ask the parents if this is common behaviour, as it may be they have strategies that will help, or that something has happened to cause the behaviour. The unit leader should be able to help address behaviour issues. Remember, behaviour can be an indicator of harm, but it can also be an indicator of boredom or poor supervision of the unit.</p>
<p>A parent is becoming increasingly aggressive and intimidating towards a member of the unit team and won't leave the meeting place.</p>	<p>If you feel threatened you could call the police, as your safety comes first. If you decide to talk to the parent, always have someone to support you, and be mindful of others.</p>
<p>A guide has arrived in tears because her friends have been nasty to her at school.</p>	<p>It would be appropriate for you to sit with the girl and listen to her, giving her the space to feel safe.</p>
<p>A leader has been shouting at a girl and she has started to cry.</p>	<p>If an adult has caused a girl to cry, for whatever reason, the unit leader should be told so they can manage the situation. Depending on the circumstances it may be appropriate to not only talk to the girl, to make sure she is OK, but also to the volunteer.</p>
<p>At a Guide camp, one of your young leaders seems very unsettled. She is anxious, miserable and withdrawn.</p>	<p>If you feel comfortable, ask the girl if she is OK as you have noticed that she seems a little sad. You can always let her know there are people to talk to if she needs to. You should let your unit leader or person in charge know what you have noticed, as they may be aware of other worries about the girl.</p>

Table continues overleaf

**Appendix 2: What would you do? (guidance for trainers) *continued***

<p>The home contact for a day trip is now unable to do it, but one of the girl's parents says they are happy to be the home contact, and the leader decides that as it's an emergency, this will be fine.</p>	<p>This would be a breach of Girlguiding policy, and it would be appropriate to speak to the commissioner about this, especially if you felt you could not talk to the unit leader directly if they had made the decision.</p>
<p>You receive an angry phone call from the parent of a guide in your unit, who says her daughter is being bullied at Guides.</p>	<p>At this point you are already talking to the parent, but it may be appropriate, if the parent is angry, to suggest that the conversation is continued face to face. You should let the unit leader or your commissioner know, and make sure that the complaint is listened to and dealt with.</p>
<p>You suspect a parent is drunk when they pick up their daughter.</p>	<p>You may wish to talk to the parent, if you feel comfortable, as there may be other medical reasons for seeming drunk. You should speak to your unit leader for advice. If you are concerned for the girl's safety you may seek advice from the Safeguarding team. If you thought the girl was at serious risk of harm, then you may also call the police.</p>
<p>A leader keeps putting a chair in front of the fire door to let in some fresh air.</p>	<p>We should challenge the behaviour if it is unsafe, and let the unit leader know if this happens repeatedly.</p>
<p>A volunteer has reported to you that she is concerned about the inappropriate language used by one of the Brownies.</p>	<p>Where appropriate, talk to the girl about what she has said, and find out more information. You may also want to talk to parents and let them know what has happened. The unit leader should be told.</p>
<p>Two of the unit helpers do not turn up to help, so it's only you and the unit leader tonight. The leader says it's fine and you go ahead with the meeting anyway, even though you know there are not enough adults.</p>	<p>If the unit leader has decided to run the section with not enough adults, you should challenge that decision if you feel confident to. If not, call the commissioner and let them know you are concerned.</p>
<p>You find out that an individual who works at the local school where you hold your unit meeting is being investigated for sex offences.</p>	<p>This should be reported to the Safeguarding team so they can advise on how to manage the situation.</p>





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