

# A Safe Space

Level 3 - Recognising,  
telling and taking action  
- trainers' training

# Aims and objectives of this training session

The aim of this training session is to develop trainers' knowledge of safeguarding, so they feel confident to deliver A Safe Space, Level 3 training.

## Objectives

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

- Explain the legislative framework and procedures related to safeguarding children and adults, and reflect on how Girlguiding's policy and procedure in responding to allegations, disclosures and concerns supports this
- Identify the signs and indicators of different types of abuse and harm, and recognise what puts a person at risk of harm
- Describe how and why people make disclosures and identify good practice when responding to a disclosure
- Identify some of the barriers to children and adults reporting concerns and taking action, and explain ways to reduce these barriers
- Explain how leaders in Girlguiding should respond to a safeguarding allegation, disclosure or concern that may be reported to them, by identifying the 'primary actions', as well as understanding how to maintain appropriate boundaries and keep themselves safe
- Reflect on creating safe spaces within the training room and identify actions they can take to prepare for and deliver Level 3 training sessions in Girlguiding.

# How to use this training guide

## Content

The training guide helps trainers delivering A Safe Space, Level 3 trainer training. It includes an example training plan with suggested activities and guidance. It is important that participants develop both their knowledge of safeguarding and get an opportunity to experience some of the suggested activities for the Level 3 training. Trainers should use Girlguiding Level 3 training materials (and, as appropriate, use additional adaption guidance for Scotland, Wales and Northern Ireland). Where appropriate, and if time allows, trainers should try to give participants five minutes at the end of each section to reflect on key messages and learning points.

Trainers should ensure they have a good understanding of Girlguiding's policies and procedures regarding safeguarding and safety. Trainers therefore are asked to review all the information in the 'Essential information and resources' section listed below and also to have completed the three e-learning modules.

- Module one - A Safe Space, module one - An introduction
- Module two - A Safe Space, module two - Creating a safe space in Girlguiding
- Module three - A Safe Space, module three - Recognising, telling and taking action

All available on the [website](#) .

## Methods

This training session will take 3hrs 30mins to deliver, depending on the size of the group. Due to the nature of this training, and the Girlguiding ways of working, the topics lend themselves to activities and discussions, like the activities trainers will be asked to deliver themselves. That's why the training session should be designed with a group of 20 to 25 participants in mind. If the group is larger than 25 people, additional trainers should be available to help deliver and facilitate the training. More time may be needed.

## Essential Information and resources

- **Attendance certificates** (<https://www.girlguiding.org.uk/making-guiding-happen/learning-and-development/information-for-trainers/training-resources/a-safe-space-training-resources>)
- **A Safe Space booklet** (<https://www.girlguiding.org.uk/making-guiding-happen/learning-and-development/information-for-trainers/training-resources/a-safe-space-training-resources>)
- **Safeguarding policy and process** (<https://www.girlguiding.org.uk/making-guiding-happen/policies/girlguiding-policies/safety-and-safeguarding-policy/>)
- **Safeguarding pocket card**
- **Being prepared** ([https://www.girlguiding.org.uk/globalassets/docs-and-resources/safeguarding-and-risk/being\\_prepared.pdf](https://www.girlguiding.org.uk/globalassets/docs-and-resources/safeguarding-and-risk/being_prepared.pdf))
- **Volunteer Code of Conduct** (<https://www.girlguiding.org.uk/making-guiding-happen/policies/girlguiding-policies/code-of-conduct>)
- **Types of abuse and harm** (<https://www.girlguiding.org.uk/making-guiding-happen/policies/girlguiding-policies/safety-and-safeguarding-policy/safeguarding-the-membership>)
- **Process for receiving disclosures, allegations or concerns** (<https://www.girlguiding.org.uk/making-guiding-happen/running-your-unit/safeguarding-and-risk/concerns-about-girls/dos-and-donts-of-handling-disclosures>)
- **Managing a report from a unit helper** (<https://www.girlguiding.org.uk/making-guiding-happen/running-your-unit/safeguarding-and-risk/concerns-about-girls/dos-and-donts-of-handling-disclosures>)
- **Whistleblowing policy** (<https://www.girlguiding.org.uk/making-guiding-happen/policies/girlguiding-policies/whistleblowing-policy>)
- **Whistleblowing Procedure** (<https://www.girlguiding.org.uk/making-guiding-happen/policies/girlguiding-policies/whistleblowing-procedure>)

## What do I need to do after the session?

### GO updating

Ensure whoever updates your GO locally is informed to 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 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.

# Requirements for trainers delivering this session

## Safeguarding knowledge and experience

The purpose of this training session is to build on the participants' safeguarding knowledge. Participants should have a minimum of basic safeguarding knowledge or experience. This will be from the completion (and possibly delivery of) A Safe Space Levels 1 and 2 and potentially also external knowledge, experience or learning. All participants are required to have completed the module three e-learning before attending the Level 3 (Recognising, telling and taking action) face-to-face session.

The purpose of the e-learning is to provide them with an introduction to some of the topics they will be talking about in the training. If they have not completed the e-learning, there will be a quick recap throughout the training sessions, but they are required to complete the e-learning module three in order to complete Level 3.

## Training knowledge and experience

To deliver this training, you must either:

- Be a Girlguiding trainer with the trainer qualification modules - 1 and 4 (specialising in A Safe Space) and have completed Levels 1-3 A Safe Space training

Or

- Have completed A Safe Space training, Levels 1-3 and met the recognising prior learning requirements for delivering A Safe Space, Level 3.

# An introduction to A Safe Space training

A Safe Space training comprises four training sessions. These progressively build on participants' knowledge of safeguarding to support them in understanding their roles and responsibilities in promoting the safety and welfare of girls, young women and adults, so they can be confident in recognising and responding appropriately to any safeguarding concerns.

## Level 1 - An Introduction

This training session introduces the Girlguiding safeguarding policy, so all volunteers understand their role and responsibilities in promoting the safety and wellbeing of members - girls, young women and adults. When volunteers have completed this training, they will have completed their mandatory introduction to safeguarding in Girlguiding as part of their induction.

As a result, they should be able to explain Girlguiding's safeguarding policy to others, recognise that safeguarding is everyone's responsibility, know how to raise concerns and where to go or who to ask for further help and advice about safeguarding girls, young women and adult members. Volunteers will also be able to identify some of the common safety and wellbeing concerns they may encounter and explain why following the Volunteer Code of Conduct (<https://www.girlguiding.org.uk/making-guiding-happen/policies/girlguiding-policies/code-of-conduct>) helps to promote the safety and wellbeing of girls, young women and adults.

## Level 2 - Creating a safe space

The aim of this training session 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.

*Continues overleaf*

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

### **Level 3 - Recognising, telling and taking**

The aim of this training session is to develop leaders' (and anyone who leads a team of adults or requires A Safe Space, Level 3 training) knowledge of safeguarding, so they better understand their role and responsibilities in promoting the safety and welfare of girls, young women and adults, so they can be confident in recognising and responding appropriately to any safeguarding concerns.

When volunteers have completed this training, they will know how to respond appropriately to a safeguarding allegation, disclosure or concern that may be reported to them. They will recognise the signs and indicators of different types of abuse. Or if a person may be at risk of harm, they can identify good practice when responding to disclosures and be able to describe some of the barriers children and adults face when reporting concerns. Volunteers will also be able to identify actions they can take to remove some of the barriers to reporting concerns and acting on concerns, to bring about change within their area of responsibility and create a safer space in Girlguiding.

### **Level 4 - Managing concerns, allegations and disclosures - guidance for commissioners**

The aim of this training session is to develop commissioners' knowledge, skills and behaviours, so they know how to respond to allegations, disclosures and concerns, and about managing safeguarding incidents or investigations.

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When volunteers have completed this training, they will be able to explain Girlguiding's policy and procedures, and the commissioner's role and responsibilities when responding to and managing allegations, disclosures and concerns, safeguarding incidents and safeguarding investigations.

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

# Training plan

| Time    | Activity   | Objective  | Comments  | Links to level 3 training                  |
|---------|--|--|---|--|
| 10 mins | <p><b>Welcome and introduction</b></p> <p>Aims and objectives of the session.</p> <p>Introductions.</p> <p>Learning agreement.</p> <p>Expectations.</p>  | N/A  | Participants should have a basic understanding of safeguarding and good trainer experience. This course is designed to build their safeguarding knowledge so they feel more confident to deliver training. Time will be given to trainer reflection and action planning, but this is not the main purpose of the session. | Introduction                               |
| 15 mins | <p><b>Safeguarding: the bigger picture</b></p> <p>Explain the legislative framework and procedures related to safeguarding children and adults, working together protocols or country specific guidance.</p> <p>Highlight the key principles of safeguarding children and adults.</p> <p>Discuss Girlguiding's role as part of all organisations working together.</p>   | 1. Explain the legislative framework and procedures related to safeguarding children and adults, and reflect on how Girlguiding's policy and procedure in responding to allegations, disclosures and concerns supports this. | This section should briefly cover the legislative framework and procedures related to safeguarding for children and adults, so participants understand the wider context in which they are working.   | Covered briefly in module three e-learning |
| 30 mins | <p><b>Recognising: Potential harm</b></p> <p>Remind participants of the definitions for 'safeguarding', 'harm', 'abuse and neglect' and 'vulnerability'.</p> <p>Highlight Girlguiding's categories of abuse.</p> <p>'Signs and indicators' activity</p> <p>Explain the relationship between vulnerability, resilience and a person being at risk of harm.</p> <p>Reflection: Key messages and learning points.</p> | 2. Identify the signs and indicators of different types of abuse and harm and recognise what puts a person at risk of harm.  | <p>This section should cover the types of harm and abuse, and focus on the signs and indicators.</p> <p>The activity should help participants understand the different signs and indicators of abuse in an active way, using the Level 3 resources if appropriate.</p>  | Section 1: Recognising potential harm      |

| Time    | Activity  | Objective   | Comments  | Links to level 3 training                                    |
|---------|---|---|---|--|
| 30 mins | <p><b>Telling: Disclosures</b></p> <p>Explain how and why people make disclosures and outline the Girlguiding approach - Listen, Believe, Affirm, Refer, Support.</p> <p>‘Responding to disclosures’ activity.</p> <p>Come back together to answer any questions. Summary of good practice when responding to a disclosure.</p> <p>Reflection: Key messages and learning points.</p>                            | <p>3. Describe how and why people make disclosures and identify good practice when responding to a disclosure.</p>                              | <p>The section should cover good practice when listening to and responding to disclosures, both from young people and adults.</p> <p>The scenarios from the Level 3 training can be used where possible, but others could also be included.</p>   | <p>Section 2: Telling - Disclosures</p>                      |
| 30 mins | <p><b>Telling: Barriers to reporting and acting</b></p> <p>Barriers to reporting and acting’ activity.</p> <p>Come back together to discuss and answer any questions.</p> <p>Explain how Girlguiding’s policies and procedures and approach to safeguarding, help to remove some of the barriers, so people feel empowered to report concerns and act.</p> <p>Reflection: Key messages and learning points.</p> | <p>4. Identify some of the barriers to children and adults reporting concerns and taking action, and explain ways to reduce these barriers.</p> | <p>This section should cover why safeguarding needs to be person-centred, and why they have a responsibility to act, by giving them a visual reminder of some of the barriers that may prevent people reporting or responding to concerns.</p> <p>The activity from Level 3 training should be used alongside any other research or resources if appropriate.</p> | <p>Section 3: Telling - Barriers to reporting and acting</p> |

| Time    | Activity  | Objective   | Comments  | Links to level 3 training   |
|---------|---|---|---|---|
| 30 mins | <p><b>Taking action: what would you do</b></p> <p>‘What would you do’ activity.</p> <p>Come back together to discuss answers and a reminder of the key actions required from them, as when responding to a safeguarding allegation, disclosure or concern.</p> <p>Reflection: Key messages and learning points.</p>   | <p>5. Explain how leaders in Girlguiding should respond to a safeguarding allegation, disclosure or concern that may be reported to them, by identifying the ‘primary actions’ as well as understanding how to maintain appropriate boundaries and keep themselves safe.</p>  | <p>This section should cover responding to concerns, with a focus on identifying the primary actions a Girlguiding leader may need to take when a concern is reported to them.</p> <p>The activity, especially the scenarios, from Level 3 should be used, and the actions should follow Girlguiding’s reporting protocols.</p>   | <p>Section 4: Taking action - what would you do</p>                               |
| 20 mins | <p><b>Understanding emotion and keeping yourself safe</b></p> <p>Understanding emotions’ activity.</p> <p>Explain the importance of recognising the emotional impact safeguarding concerns can have. Discuss maintaining appropriate boundaries and keeping themselves safe, and what to do if they need advice and support.</p> <p>‘Creating safe spaces’ activity.</p> <p>Reflection: Key messages and learning points.</p> | <p>5. Explain how leaders in Girlguiding should respond, as well as understanding how to maintain appropriate boundaries and keep themselves safe.</p> <p>6. Reflect on creating safe spaces within the training room and identify actions they can take to prepare for and deliver Level 3 training sessions in Girlguiding.</p> | <p>This section should cover the emotional impact of talking about safeguarding.</p> <p>As well as the activity, there should be an opportunity to think about the training session, and how to manage emotions and create a safe space when delivering training.</p> <p>Trainers should share ideas and good practice, as well as some thoughts about what not to do (this includes empowerment not scaring, managing power dynamics in the room, group work and environment, multiple methods to change the emotional pace, time for reflection, managing challenge).</p> | <p>Section 5: Taking action - understanding emotion and keeping yourself safe</p> |

| Time    | Activity   | Objective   | Comments  | Links to level 3 training   |
|---------|--|---|---|---|
| 20 mins | <p><b>Delivering training</b></p> <p>Remind participants of the areas they have covered in the training.</p> <p>Action planning.</p> <p>Come back together to share action plans if appropriate.</p>   | 6. Reflect on creating safe spaces within the training room and identify actions they can take to prepare for and deliver Level 3 training sessions in Girlguiding. | <p>This section should reflect on what they have learned throughout the previous sessions in order to create an action plan for delivering training.</p> <p>This might include:</p> <ul style="list-style-type: none"> <li>• Areas for further information/ learning</li> <li>• Training methods</li> <li>• Practical tips</li> <li>• Trainer role modelling</li> </ul>   |   |
| 5 mins  | <p><b>Summary and close</b></p> <p>Chance for participants to ask questions.</p> <p>Give out certificates</p> <p>Reminder of the key messages, where to go for further information, ending on the positives of guiding.</p> <p>Participants should be encouraged to complete an online surveymonkey either on their phones if they have internet access or at a later date when they are able. They can jot down the link for later use or take a photo of the link. See slide for link.</p> | Attendance certificates   | <p>This section should cover the emotional impact of talking about safeguarding.</p> <p>As well as the activity, there should be an opportunity to think about the training session, and how to manage emotions and create a safe space when delivering training.</p> <p>Trainers should share ideas and good practice, as well as some thoughts about what not to do (this includes empowerment not scaring, managing power dynamics in the room, group work and environment, multiple methods to change the emotional pace, time for reflection, managing challenge).</p> | Section 5: Taking action: Understanding emotion and keeping yourself safe |