

A Safe Space

Level 3 - Recognising,
telling and taking action

Session plan (with full guidance)



Introduction

This training guide is one of four designed to support you as a trainer in running A Safe Space safeguarding [training sessions](#). 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 of the training sessions together over several evenings, or a one-day or weekend programme (eg Level 1 and 2 together), you should use this training guide alongside the 'A Safe Space combination training plans' training resource.

Aims and objectives of this training

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

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

- 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
- Respond to a safeguarding allegation, disclosure or concern that may be reported to them, by identifying the primary actions and other key actions required from them as leaders and understanding how to maintain appropriate boundaries and keep themselves safe
- Reflect on why creating safe spaces is an important part of responding to concerns and identify actions they can take to bring about change and create a safer space in Girlguiding.

About delivering a training session

What information do I need to deliver this session?

This training guide will give you almost everything you need. To help you, key messages are highlighted - make sure you deliver all of these.

Are there any handouts?

Please have copies of the [Process for receiving disclosures, allegations and concerns](#), the A Safe Space booklet, Safeguarding pocket card and [Being Prepared](#) available in case participants have not received them before the training session. Contact the Safeguarding Team to get copies of the Safeguarding pocket card safeguarding@girlguiding.org.uk or download and print (or email to participants) the others from the [A Safe Space training resources](#) webpages.

How long is the session?

It will take between three and three 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?

Some areas of safeguarding are covered by legislation, and you must be up to date on this:

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

The training guide has been written to provide full guidance on key points. This is not a script for the session and trainers need to have advanced knowledge of the subject matter and feel confident to deliver the training.

- Where possible, trainers should have attending a briefing or trainer training session before delivering this training themselves.
- 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.

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

Continues overleaf

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

Do I need a risk assessment?

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

What do I need to do after the session?

GO updating

Ensure whoever updates your GO locally is informed 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. 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.

How do I create a safe space in training?

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

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

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

Confidentiality and reporting concerns

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

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

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

Continues overleaf

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

Trainers should be careful not to get drawn into individual cases or circumstances or to discuss specific issues raised by participants, which should be dealt with using the appropriate process.

Remind participants that they can talk to their commissioner about any concerns raised through the topics covered in this training.

And if anyone feels they need emotional support as a result of the session, the trainer can direct them to the appropriate agency for this. It is good practice to also inform your commissioner that you are delivering safeguarding training, so they are prepared for any allegations, disclosure or concerns that may arise afterwards.

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

District/division/county/country/region	Any county	Date		Section	All sections
Can members of The Senior Section, such as young leaders, attend?	No	Time	3 hrs to 3 hr 30 mins	Expected numbers	20 to 25 (more time will be needed for larger groups)
Copy of information sent to participants seen?	Yes	Break time allocated	15 - 20 minutes	Actual numbers	
Key person to liaise with		Phone number		Email address	
Title of training session	A Safe Space, Level 3- Recognising, telling and taking action				
Facilities available	Unit meeting place or training room, Anytown. Tables and chairs can be arranged in different ways. Enough space to hold up to 25 participants. Toilet facilities on site, including accessible facilities.				
Additional needs	When collecting information on participants consider 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.				
Things that training organiser has asked to be covered	Where possible, relate local contacts to the relevant procedures and support or tell participants where to find them.				
Budget for session	Confirm the budget for the session.				

Aim	The aim of the training is to develop leaders' knowledge of safeguarding so they better understand their role and responsibilities in promoting the safety and welfare of our girls, young women and adult members and feel confident to recognise and appropriately respond to any safeguarding concerns.
Objectives	<p>At the end of the online learning participants will be able to:</p> <ul style="list-style-type: none"> ● Acknowledge the legislative framework and procedures related to safeguarding children and adults, and how Girlguiding's policy and procedure in responding to allegations, disclosures and concerns supports this. ● State the types of abuse and harm and where to go to find more information. ● Describe the Girlguiding principles (Listen, Believe, Affirm, Refer) for responding to disclosures and allegations. ● Explain the Girlguiding process for responding to allegations, disclosures and concerns. <ol style="list-style-type: none"> 1. Explore the signs and indicators of different types of abuse and consider what puts a person at risk of harm. 2. Discuss how and why people make disclosures and identify good practice when responding to a disclosure. 3. Identify some of the barriers to children and adults reporting concerns and taking action, and discuss ways to reduce these barriers 4. Consider how to respond to a safeguarding allegation, disclosure or concern that may be reported to them, by identifying the primary actions and other key actions required from them as leaders and understanding how to maintain appropriate boundaries and keep themselves safe. 5. Reflect on why creating safe spaces is an important part of responding to concerns and identify actions they can take to bring about change and create a safer space in Girlguiding.
Outcomes	<p>When participants have completed this training, they will know how to respond to a safeguarding allegation, disclosure or concern that may be reported to them. They will recognise the signs and indicators of different types of abuse or if a person may be at risk of harm, identify good practice when responding to disclosures and be able to describe some of the barriers children and adults face when reporting concerns.</p> <p>Participants will also be able to identify actions they can take to remove some of the barriers to reporting concerns and acting on them, to bring about change in their area of responsibility and create a safer space in guiding.</p>

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

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

Time (mins)	Activity	Training method	Resources needed	Objective number met	Comments
15	Welcome/introduction <ul style="list-style-type: none"> • Aims and objectives of the session • Introductions • Learning agreement 	Talk		N/A	<p>The training covers sensitive topics which may make participants feel uncomfortable or upset. Trainers should explain this and agree ways of working that will help create a supportive learning environment, and what to do if a participant wants further support.</p> <p>Participants should have completed the online learning before attending the session. It is OK if they haven't, but they will need to go back and complete it in order to get all the information they need.</p>
30	Recognising potential harm Remind participants of the definitions for 'safeguarding', 'harm', 'abuse and neglect' and 'vulnerability' Remind participants of Girlguiding's categories of abuse 'Signs and indicators' activity Explain the relationship between vulnerability, resilience and a person being at risk of harm	Talk Activity Talk	<ul style="list-style-type: none"> • Signs and indicators activity handouts • Flip chart paper and pens 	1	<p>The purpose of the activity is to help participants understand the different signs and symptoms of abuse in an active way. Each activity will require a set of 'signs and indicators' cards. The choices for the activity are:</p> <ul style="list-style-type: none"> • Physical game of cards. This is a physical activity which requires people to stand up. Six people are given the heading cards. Everyone else is given a card which has an example of a sign or indicators. Participants are then asked to match the cards to the headings and form groups. • Sorting box. Split participants into groups and give each group a set of cards and ask them to sort them into groups. They could do this on a table or wall, or using a washing line to hang them up. If it is a small group, then this activity could be carried out together as one group.

Table continues overleaf

Time (mins)	Activity	Training method	Resources needed	Objective number met	Comments
20-30	<p>Telling: disclosures</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>Talk</p> <p>Activity</p> <p>Facilitated discussion</p>	<ul style="list-style-type: none"> Responding to disclosures activity handouts 	2	<p>The purpose of the activity is to help participants think about good practice when listening to, and responding to, disclosures. The choices for the activity are:</p> <ul style="list-style-type: none"> ‘What next?’ scenarios. Using the disclosure scenarios, discuss how they might respond to each scenario using the five steps. ‘Helpful or not? Case studies. Using the scenarios use the five steps to discuss whether the response was helpful or not, and why. Goldfish bowl. If you think participants are willing, either of the two previous activities could also be acted out by the trainers or willing participants, with participants giving feedback on what could happen next.
30-40	<p>Telling: barriers to reporting and acting</p> <p>‘Barriers to reporting and acting’ activity</p> <p>Come back together to discuss and answer any questions</p> <p>Explain how our policies and procedures and our approach to safeguarding in Girlguiding, help us to remove some of the barriers so people feel empowered to report concerns and act</p>	<p>Activity</p> <p>Facilitated discussion</p>	<ul style="list-style-type: none"> Barriers to reporting and acting activity handouts Flip chart paper and pens Post-it notes 	3	<p>The purpose of the activity is to help participants understand 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 which may prevent people reporting, or responding to, concerns.</p> <ul style="list-style-type: none"> Draw the large outline of a person (or a shape to represent a person, as some faiths do not draw representations of people). Explain to the participants that this represents a child or an adult who is being abused in some way. Ask participants, in small groups, to think about why the child or adult might not tell anyone about what is happening to them, and write their points on the inside of the person. Hand out large Post-it notes to the participants. Ask them, in small groups, to think about why an adult or an organisation might not act if they saw a sign or symptom or were worried about a person. Ask participants to write one reason per Post-it note. Ask participants to read out the answers and hand them to you as the trainer. With each answer, stick them on the person, so that eventually the drawing/representation is covered. Ask the groups what they see now, and what their thoughts are. <p>Explain that when organisations like us fail to deal with allegations, disclosures or concerns properly, we lose sight of the individual who is being harmed.</p>

Time (mins)	Activity	Training method	Resources needed	Objective number met	Comments
Break 15 - 20 minutes					
30-40	<p>Taking action: 'What would you do?'</p> <p>'What would you do?' activity</p> <p>Come back together to discuss answers and for a reminder of the key actions required from participants when responding to a safeguarding allegation, disclosure or concern.</p>	<p>Activity</p> <p>Facilitated discussion</p>	<ul style="list-style-type: none"> 'What would you do?' activity handouts Flip chart paper and pens 	4	<p>Ask the participants to form small groups and give them the 'What would you do?' activity handouts. Ask groups to discuss the questions and select the answers they think most appropriate and the order they would do them in. Also, ask them if there is anything else they would do that is not listed.</p> <p>Come together as a group and discuss the answers, expanding on any actions that need clarification.</p>
15-20	<p>Taking action: understanding emotion and keeping yourself safe</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>Activity</p> <p>Talk</p>	<ul style="list-style-type: none"> 'Understanding emotions' activity handouts 	4	<p>Read out a short scenario and ask participants to jot down how it made them feel. Give four or five descriptions and then ask them to share some of the feelings they wrote down with the person next to them, or in small groups.</p> <p>Come back together as a group to debrief. Cover some of the emotion that people might feel when they hear these stories (for example, shock, anger, sympathy, disbelief, sadness). Explain how our emotions sometimes make it difficult for us to recognise or deal appropriately with situations with which we are presented and link this to keeping themselves safe.</p>

Table continues overleaf

Time (mins)	Activity	Training method	Resources needed	Objective number met	Comments
20-30	<p>Creating safer spaces</p> <p>Remind participants of the areas they have covered in the training. It is their role to promote Girlguiding policies and procedures, to consider how they're being implemented, and identify and report any concerns</p> <p>'Creating safer spaces' activity</p> <p>Come back together to share action plans and for a reminder of the key messages about creating safer spaces, good role modelling and how their action plans can help to bring about change and create a safer space in Girlguiding.</p>	<p>Talk</p> <p>Activity</p> <p>Talk</p>	<ul style="list-style-type: none"> Paper and pens 	5	<p>The purpose of the activity is to help participants reflect on what they have learned throughout the previous sessions and to create an action plan to improve practice within their units or teams.</p> <p>Ask participant in groups, or as individuals, to reflect on the training so far. They have covered recognising potential harm and abuse, responding to disclosures and the barriers to reporting and acting, and understanding the emotional aspects of safeguarding and keeping themselves safe.</p> <ul style="list-style-type: none"> Ask participants to come up with three or four key messages they will remember from the training. Ask participants to identify an area where there is a need to improve practice (in their teams or units) in relation to identifying or responding to safeguarding concerns. What action are they going to take? Ask participants to identify one thing they are going to do differently to promote the creation of safer spaces.
10	<p>Summary and close</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>Ask participants to complete the survey (on surveymonkey) 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"> Attendance certificates 		<p>Trainers may wish to use a Girlguiding video at the end to remind participants of the positives of guiding.</p>

Welcome and introduction

Duration

15 minutes

Resources

- Presentation slides
- Flip chart paper and pens
- Sticky notes

Session objectives

By the end of this session trainers will have:

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

1. Welcome

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

2. Aims and objectives

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

The aim of the training is to develop leaders' knowledge of safeguarding so they understand their role and responsibilities in promoting the safety and welfare of our girls, young women and adults, and feel confident to recognise any safeguarding concerns.

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

- 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
- Respond to a safeguarding allegation, disclosure or concern that may be reported to them, by identifying the primary actions and other key actions required from them as leaders and understanding how to maintain appropriate boundaries and keep themselves safe
- Reflect on why creating safe spaces is an important part of responding to concerns and identify actions they can take to bring about change and create a safer space in Girlguiding.

Most of the sessions include activities, which means participants will be actively doing things rather than just listening to the trainer. Remind participants they should have completed the online learning before attending the training session. The purpose of the online learning was 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 learning, there will be a quick recap throughout the training sessions, but they should go and complete the learning to consolidate their knowledge.

3. Creating a safe space

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

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

Any stories or experiences shared should remain general. Participants must not share anything that is personal or sensitive (eg that might lead to a young person or adult being identified). The training session is not an appropriate forum for discussing personal trauma relating to abuse. By sharing general information, they can talk about real-life situations and others can learn from their experience. If they share something of a safeguarding nature, which leads

the trainers to believe someone may have been harmed or is at risk of harm, this will need to be dealt with through the appropriate reporting procedure.

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

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

4. Expectations

Give each participant some sticky notes. Ask participants about what they are hoping to get out of the training. Are there any worries or questions they have which they hope the training will answer? After five minutes ask participants to stick their notes on the wall and explain how you will come back to these at the end of the training. These sticky notes will help you understand the expectations of participants and ensure that if the training does not cover a topic, this can be followed up after the training.

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: Recognising potential harm

Duration 30 minutes	Resources <ul style="list-style-type: none">• Presentation slides• Types of abuse and harm definitions guidance• Groups more vulnerable to abuse or harm guidance• Signs and indicators activity handouts• Flip chart paper and pens	Session objectives By the end of this session trainers will have: <ul style="list-style-type: none">• Discussed the meaning of safeguarding, harm, abuse and neglect and vulnerability• Explained Girlguiding's categories of abuse• Explored the signs and indicators of different types of abuse• Considered vulnerability and resilience and their relationship to an individual being at risk of harm.	Key messages <ul style="list-style-type: none">• Abuse is a violation of an individual's human and civil rights by any other person or persons. All the different types of abuse result in behaviour towards a person that deliberately or unintentionally causes harm.• People who are vulnerable to, and/or subjected to abuse or neglect, will commonly display changes in behaviour and physical signs.• We don't need to determine what type of abuse or harm has taken, or is taking place. Our responsibility lies in being alert to the signs and symptoms and reporting all concerns to the relevant and appropriate people.• The presence of one or more signs or indicators does not mean that abuse is occurring or has occurred.• By developing ongoing stable relationships of trust with all those we work with, we are more likely to notice if something is wrong.• If our vulnerability outweighs our resilience, we could be at risk of harm, as we can no longer cope with the challenges, problems or situations we may face.• Girlguiding embeds opportunities for girls, young women and adults to learn, develop and experience 'resilience factors'.
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1. Remind participants of the definitions for 'safeguarding', 'harm', 'abuse and neglect' and 'vulnerability'

Safeguarding. Safeguarding is a term which is broader than 'child protection' and is about the action taken to promote the wellbeing of girls, young women and adults and protect them from harm. Safeguarding is the responsibility organisations have to make sure their people, operations and activities do no harm to children or vulnerable adults. This means they do not expose individuals to the risk of harm and abuse, and any concerns the organisation has about a person's safety or wellbeing are reported to the appropriate people.

Harm. Harm can be physical or mental damage or injury - something that causes someone, or something, to be hurt, broken or made less valuable. Someone can be inadvertently harmed because of unsafe activities or practices.

Abuse and neglect. Abuse happens when a person who is unable to protect themselves is ill-treated or neglected. Abuse is any action by another person - adult or child - that causes significant harm to them. It can take the form of physical, psychological, sexual abuse, neglect or negligent treatment or other exploitation, resulting in actual or potential harm to the health, survival, development or dignity of a child, young person or vulnerable adult. Abuse can be a single act or repeated acts; it can be unintentional or deliberate and it can take place anywhere, in a public or private space and online. Abuse often involves criminal acts. All the different types of abuse result in behaviour towards a person that deliberately or unintentionally causes harm

Vulnerability. Vulnerability is the quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally. 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.

2. Types of abuse

Remind participants of Girlguiding's types of abuse, which they covered in the online learning. Explain that unless they receive a direct disclosure of abuse or harm taking place, or witness it, it can be difficult to know whether an individual is being abused or harmed or is at risk. So it is important to understand more about the types of risk and harm that children, young women and adults can be exposed to and to be aware of the possible signs and behavioural indications that abuse or harm is taking place.

- Sexual abuse
- Emotional/psychological abuse
- Physical abuse
- Neglect and acts of omission
- Institutional abuse
- Exploitation/trafficking/modern slavery (child sexual exploitation)
- Honour-based violence
- Financial/material abuse
- Abuse of rights/discriminatory abuse
- Relationship abuse
- Witnessing domestic violence and abuse

Other types of harm. Some forms of harm aren't necessarily abuse, but they can still have a significant effect on wellbeing and safety, so you should make sure you are familiar with each of these issues by reading the Types of Abuse and Harm Guidance.

- Bullying
- Harassment
- Online and social media
- Self-harm
- Drug, alcohol and substance misuse
- Radicalisation
- Domestic violence
- Teenage pregnancy
- Physical punishment
- Gambling addiction

3. Signs and indicators activity

The purpose of the activity is to help participants understand the different types of abuse and the signs and symptoms of abuse in an active way. Each activity will require a set of 'definitions' and 'signs and indicators' cards.

The choices for the activity are:

- **Game of cards.** Ask all the participants to stand up. Then ask six people to volunteer to be the 'team leader', and give them the heading cards. Everyone else is given a card which has a 'sign' or 'indicator'. Participants are then asked to match the cards to the headings and form groups under the 'headings'. After everyone has matched their card to a 'heading', ask those with the heading cards if they think they have the right cards in their group, or whether any would be better placed somewhere else. Follow up each activity with the debrief which summarises the key information and messages.

Trainers need to be confident in managing this activity and knowing the signs and indicators of abuse. It is important to be able to think through with participants where their card should be and understand their thought processes, rather than telling them they are wrong. This activity works best with a large group of 24 or more people. If you have a group of 24 or fewer people, you could either place the headings on the wall and ask people to stand by them or remove some of the categories or cards from the activity.

Or

- **Sorting box.** Split participants into smaller groups and give each group a set of cards and ask them to sort them into groups. They could do this on a table or wall, or using a washing line to hang them up. If you have fewer than 15 participants then this activity could be carried out together as one group.

It is important you highlight that some of the signs and indicators occur in many different types of abuse or harm. We don't need to determine what type of abuse has taken, or is taking, place; our responsibility lies in being alert to the signs and symptoms and reporting all concerns to the relevant and appropriate people. Guidance for Trainers can be found in Appendix 1.

4. Debrief

Bring the groups back together, consider the outcomes and answer any questions. Explain that the signs of abuse might not always be obvious and an individual may not tell anyone what is happening to them.

The type of abuse does not matter. While signs and indicators can be more specifically related to types of abuse or harm, it is important to remember not to be tempted to try and 'diagnose' abuse based on a checklist approach. Participants do not need to know what type of abuse or harm is happening to report concerns, they simply need to be able to state that what they have seen or heard that has caused them to feel concerned.

More vulnerable groups. Some individuals and groups of people are more vulnerable to being harmed and are less likely to either seek or receive help and support if they are experiencing abuse or being harmed in some way. Reasons for this could be, 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 violence (refer to Girlguiding's guidance on more vulnerable groups).

Continues overleaf

Common signs and indicators. It would be difficult to create an exhaustive list of all possible types of abuse and harm or all possible signs and indicators. However, there are some signs and behavioural indicators of abuse and harm that you may notice in almost any instance and in any age group. These include:

- Suddenly behaves differently
- Becoming withdrawn
- Low self-worth and self-confidence
- Increased anxiety
- Seeming stressed
- Depression
- Aggression and anger management issues
- Not trusting others
- Erratic and unpredictable behaviour
- Increased drug, alcohol or substance use or misuse
- Self-harm
- Suicidal thoughts
- Poor sleep including nightmares
- Missing appointments/not turning up
- Physical ill health increases, eg headaches, stomach aches
- Eating disorders
- Poor performance at school or work
- Overly clingy
- Missing school or work

Not always abuse. The presence of one or more signs or indicators does not mean that abuse is occurring or has occurred. There may be other factors within the environment of the individual that may be the reason for sudden changes in behaviour, such as death or other major domestic upheaval, which may make them more vulnerable. So volunteers should question behaviours if something seems unusual, and try to speak to the person if appropriate, to find out more information.

Positive relationships. Physical signs as well as changes in behaviour may give cause for concern that an individual is being harmed or abused, so it is important to build positive relationships with others and to remain vigilant. Rarely will one indicator be seen - it is more likely that over time a series of indicators will be seen which gives cause for concern. By developing ongoing stable relationships of trust with all those we work with, we are more likely to notice if something is wrong, because we know them better.

5. Vulnerability and resilience

Explain the relationship between vulnerability, resilience and a person being at risk of harm.

Resilience. Resilience is the ability to cope with and rise to the inevitable challenges, problems and setbacks a person may meet and come back stronger from them. A resilient individual has the knowledge, ability and the confidence to be actively involved in, and responsible for, their own safety and wellbeing and to cope with life's challenges. Resilience factors are not only the skills, qualities and attributes we develop as individuals, but also the environment and circumstances in which we live our life.

Vulnerability, resilience and risk of harm. Vulnerability is always changing depending on the factors that positively or negatively influence our environment and situation. We can picture it as a set of balancing scales.

- Vulnerability increases when resilience factors are taken away.
- Vulnerability decreases when resilience factors are added.

If our vulnerability outweighs our resilience we could be at risk of harm, as we can no longer cope with the challenges, problems or situations we may face. In combination, resilience factors enable us to continue 'as normal' despite difficult circumstances; to 'balance the scales', and to face, overcome and, in fact, be strengthened by the adversities and challenges of life.

Girlguiding and resilience. Give participants five minutes to come up with some of the skills, qualities and abilities girls develop in Guiding which increase their resilience.

Girlguiding's safeguarding responsibility is to support and enable girls, young women and adults to be better able to proactively take responsibility for their own safety and wellbeing. One of the ways we can do this is to embed opportunities for them to learn, develop and experience 'resilience factors'. These include:

- Good communication skills
- Independence
- Self-confidence
- Self-reliance
- Able to make autonomous decisions
- Physically active
- Emotional self-regulation
- Problem-solving skills

Continues overleaf

- Good social and peer networks
- Can moderate own behaviour and behave appropriately according to the environment
- Positive relationships with others
- Actively engaged in school, community, etc.
- Positive role model
- Reflection and perspective: seeing things from different points of view and learning from experiences
- Being proactive
- Can identify, analyse and respond to risks
- Successes and achievements are celebrated
- Observant
- Planning skills
- Working well with others.

Learning outcomes

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

- Define safeguarding, harm, abuse and neglect, and vulnerability
- Recognise the signs and indicators of different types of abuse to identify harm and potential for harm
- Describe vulnerability and resilience and why it is important for Girlguiding to embed opportunities for girls, young women and adults to learn, develop and experience 'resilience factors'.

Section 2: Telling: disclosures

Duration 20-30 minutes	Resources <ul style="list-style-type: none">• Presentation slides• Responding to disclosures activity handouts	Session objectives By the end of this session trainers will have: <ul style="list-style-type: none">• Discussed how and why children, young people and adults make disclosures• Considered best practice in responding to disclosures• Practiced responding to a person's disclosure.	Key messages <ul style="list-style-type: none">• Most abuse is disclosed accidentally or through observation of a child or adult's behaviour, words and physical appearance. However a minority of people will actively disclose abuse.• When a person does disclose abuse, this needs to be taken very seriously, and it's vital that we act on what we have been told.• If a person discloses, listen and believe what is being said. Do not judge, affirm any feelings she has expressed and let her know what you are going to do next, agreeing what support she may need.• All disclosures must be recorded and reported to the county commissioner and the Safeguarding team at HQ regardless of who the source of the information is.• You should never promise a child or adult that you will not tell anyone about a concern or allegation, as this may ultimately not be in their best interests.
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1. Explain how and why people make disclosures

Disclosures. A 'disclosure' is when someone tells you that they are being abused or have been abused. A 'disclosure' can also mean you are told that someone else is being abused or has been abused by a third party. If you receive a disclosure, you must report it. In this section, we will be looking at the times when a girl tells us something. Other disclosures will be covered in the reporting concerns section.

Talking about abuse. Most abuse is disclosed accidentally or through observation of a child or adult's behaviour, words and physical appearance. Only a minority of people actively and directly disclose abuse. It can be very hard for anyone, child or adult, to reveal abuse. Often, they fear there may be consequences. Some people delay telling someone about abuse for a long time, while others never tell anyone, even if they want to. When a person does disclose abuse, this needs to be taken very seriously, and it's vital people act on what they have been told.

Why do people disclose? There are lots of reasons or triggers that can lead to a person reporting abuse, including:

- Realising that the abuse they've suffered is wrong
- Not being able to cope with the abuse any more
- The abuse is getting worse
- Wanting to protect other children or adults from being abused
- The desire to see the abuser punished
- Reaching a point where they trust someone enough to tell them
- Fears for their health or safety
- When someone notices some signs, and asks them directly.

When a person tells someone, it will be a person they trust.

NSPCC study. An NSPCC study in 2013 focused on 60 young adults' experiences of childhood abuse and how they disclosed this and sought help (Allnock and Miller, 2013) (Here's the research. It found that many young people did tell someone about the abuse in some way before they reached 18, but this was usually a long time after the abuse began. In the case of sexual abuse, disclosure took an average of seven years after the first incident. Many said that it would have helped if someone had noticed the signs and asked them if anything was happening. Children and young people made their disclosure in several ways, such as: verbally or non-verbally, directly or indirectly, fully or partially. In some cases, they freely volunteered the disclosure, in others they were prompted or accidentally told someone.

Of those who told someone about the abuse while it was ongoing, less than half said that it stopped. The reasons were because the person they told:

- Did not hear or recognise the abuse
- Denied or ignored what the young person said
- Took insufficient or unhelpful action or involved the alleged abuser.

Children often felt they had been let down when families tried to deal with disclosures 'in house' instead of reporting this to the appropriate support agencies.

2. Outline the Girlguiding approach - Listen, Believe, Affirm, Refer, Support.

Remind participants they have already covered the basics of responding to a disclosure in previous training. The next activity seeks to develop their knowledge and skills about good practice when listening to and responding to disclosures - whether these are from girls or adults.

Find a quiet space. If a vulnerable person indicates that they want to talk about an issue or problem, Girlguiding members should try to arrange a time and place where they can talk privately with them as soon as possible. Private does not need to be alone - it can be a quiet space which is within sight of other colleagues.

Listen

- Listen carefully and patiently
- Allow them to talk to you in their own words and at their own pace
- Do not dismiss what is being said
- Do not question or investigate - if you need to ask a question to clarify what you are being told, always use open questions.
- If they cannot tell you in words what has happened (for example they may be a young child), but need to tell you about their worries, allow them to draw or use a doll to show you.

Believe. Reassure the individual that:

- You trust what is being said is correct and true
- You know it is not their fault and that you are sorry this has happened
- You will help them get the support they need
- They were right to tell you.

Continues overleaf

Affirm. People who are victimised may experience a range of feelings, from sadness, anger and fear to anxiety and depression.

- Affirm whatever feelings they have and avoid telling them how they should feel.
- Avoid being judgemental about the information supplied.
- Stay calm; avoid projecting your own reactions, like anxiety, dismay or shock.

Refer

- Tell them that you cannot keep it a secret and explain that you may need to pass the information on to keep them, or other people, safe.
- Repeat back a summary of the disclosure. Do not ask for any further details as this may cause distress and could jeopardise a formal investigation.
- Let them know, as far as possible, what you are going to do.
- Let them know that the purpose of a referral is to make sure they get the help and support they need.

Support. You should provide ongoing support in the following ways:

- Offer immediate reassurance that you will help get them the appropriate support
- Follow the normal routine and structure within the unit as this will help provide a stable environment
- Finish interactions on a positive note, explaining they can talk to you again if they want to
- Be consistent and reliable.

Where a disclosure does not constitute harm to the person, alternative solutions should be considered with the person disclosing. If it was important enough to the person to talk about, it is important they get help to deal with these issues and not to dismiss them as trivial or unimportant. Remember the Safeguarding team at HQ are there to offer help and advice if needed.

3. 'Responding to disclosures' activity

The purpose of the activity is to help participants think about good practice when listening to and responding to disclosures. The choices for the activity are:

- **'What next?' scenarios.** Split the participants into smaller groups and hand out one disclosure scenario per group. Each scenario is in three parts and the groups should discuss each one, whether it represents good or poor practice and how they might respond to each scenario at each stage, using the five steps. This activity is good to use if you have more time and if the participants know each other. It gives them an opportunity to talk to each other in their groups and to share their knowledge and experience. The training team should move around the room to make sure any questions can be answered. If you have a larger group, each scenario can be given to two groups. After ten minutes ask each of the two groups, with the same scenario, to share and compare their answers, so they can learn from each other.

Or

- **'Helpful or not?' case studies.** Split the participants into smaller groups and hand out one disclosure scenario, with its response, per group. Using the scenarios, use the five steps to discuss whether the response was helpful or not and whether they represent good or poor practice. This is a good activity to use if the participants are all from different units and may not know each other. It allows them to explore the scenarios from a third-person perspective, commenting on the response given rather than creating their own. If you have a larger group, each scenario can be given to two groups. After ten minutes ask each of the two groups, with the same scenario, to share and compare their answers.

Or

- **Goldfish bowl.** If you think participants are willing, either of the two previous activities could also be acted out by the trainers or willing participants, with participants giving feedback on what could happen next and whether the scenarios demonstrate good or poor practice. Trainers should be mindful that many people do not like doing role-playing activities, and the trainer will need to feel confident in giving feedback at each stage, highlighting good practice through the scenario.

Continues overleaf

This activity should only be used if there are enough trainers to play the roles, or if participants feel it is a safe space. For example, they may all be from the same unit, or training together all day.

You can find a copy of the scenarios for trainers in Appendix 2. The scenarios can also be found in the training resources file.

3. Debrief

Bring the groups back together, discuss their examples and answer any questions. Highlight some of the conversations you heard and draw out some of the key points about good things to say.

Good things to say or do:

- Repeat the last few words in a questioning manner
- 'I believe you'
- 'I am going to help you'
- 'I will help you'
- 'I am glad that you told me'
- 'You are not to blame'
- 'You did the right thing by telling me'
- Say 'I cannot keep this a secret, but I won't tell anyone except for those who must know to help (doctors, police)'
- Report to the authorities.

Things not to say or do:

- 'You should have told someone before'
- 'I can't believe it! I'm shocked!'
- 'Oh, that explains a lot'
- 'No, not XXX, he's a friend of mine'
- 'I won't tell anyone else'
- 'Why? How? When? Where? Who?'
- Doubt the child's disclosure
- Make promises you cannot keep
- Confront the offender.

Explain to participants they will cover what happens next in more detail in the reporting concerns section.

Learning outcomes

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

- Support and respond appropriately to a person making a disclosure.

Section 3: Telling: barriers to reporting and acting

Duration 30-40 minutes	Resources <ul style="list-style-type: none">• Presentation slides• Barriers to reporting and acting activity handouts• Flip chart paper and pens• Large sticky notes	Session objectives <p>By the end of this session trainers will have:</p> <ul style="list-style-type: none">• Considered the barriers to children and adults reporting concerns• Identified ways of reducing the barriers to reporting and acting• Explained how policies and procedures and the Girlguiding approach to safeguarding help to remove some of the barriers, so people feel empowered to report concerns and act.	Key messages <ul style="list-style-type: none">• There are many reasons why people will not tell someone they are being harmed, but there are also reasons why people and organisations don't act when they know someone is at risk of or being harmed.• When we fail to deal with concerns or allegations of harm properly, we disempower the individual, and their vulnerability may increase. In fact, we often lose sight of the vulnerable person.• Our policies and procedures and our approach to safeguarding in Girlguiding help us to remove some of the barriers, so people feel empowered to report concerns and act.
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1. Barriers to reporting

'Barriers to reporting and acting' activity. The purpose of the activity is to help participants understand 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 which may prevent people reporting, or responding to, concerns. If you are running this activity with a large group of participants, manage the time by splitting them into groups and asking half the groups to think about the barriers to report for the person, and the other groups to think about the barriers to acting.

This should take between five and ten minutes. Draw the large outline of a person (or a shape to represent a person, as some faiths do not allow you to draw representations of people). Explain to the participants that this represents a child or an adult who is being abused in some way. Ask participants, in small groups, to think about why the child or adult might not tell anyone about what is happening to them.

Ask participants to share their answers and write them on the inside of the person. At this point add any points they may not have thought about.

2. Debrief

Thank participants for their answers and explain they have given many of the responses expected, and there are probably many more. Highlight some of the reasons including:

- **No-one to turn to.** Many people are reluctant to seek help because they feel that they do not have anyone they can turn to for support. Young people who are more isolated are less likely to have the social networks in place to enable them to talk to a friend. For example, young people in residential care are much more likely to keep things to themselves than children living at home.
- **Feel they will not be believed.** People may not seek help because they feel that they will not be believed. They may feel too embarrassed to talk to someone else about a private or personal problem, or they may be worried that they will not be taken seriously by parents and/or professionals.
- **Don't want to believe it's true.** There may be a difficulty in acknowledging that what is happening is abuse.
- **Don't realise it's abuse.** Some people may not realise they are being abused. They may be too young to understand or cultural/societal norms and values dictate a certain level of acceptance. For example, there may be confusion about the boundaries between discipline and physical abuse.
- **Lack of trust.** People are often reluctant to admit that they have a problem. They may be worried about confidentiality and lack trust in both the people around them (including parents) and in the services provided to help them.
- **Scared of the consequences.** It can often be difficult for people to find situations where they can talk about their experiences. They may fear the consequences of asking for help, or worry that they will be causing trouble and making the situation worse. They may be particularly worried about formal procedures and find it easier to talk informally.

- **Outside of understanding.** Many young people may lack the language or understanding to explain what is happening. They may be too young to have the vocabulary, have a different language from those who care for them or use a language (like sign language) that lacks the words that they need.
- **Past experiences.** They may have sought help in the past and had a negative experience, which makes them unlikely to do so again.
- **Lack communication skills.** There are issues for particularly vulnerable groups of people. Any person may have difficulty finding the right words to explain a problem or concern. For a person who has communication difficulties (for example, young children, those with speech impairments or those who speak a different language), the problem may be compounded by the communication systems available to them. Such systems sometimes lack the language necessary to enable children to express what is worrying them.
- **Gender.** Socialisation of boys and girls is different. Boys, for example are often more reluctant to seek help than girls. This can mean that they wait a long time before asking for help. Girls are more likely to talk to their friends about problems, whereas boys are more likely to be worried about showing their feelings. Early sexual experiences are still seen by many as part of growing up for boys - a normal rite of passage - making abuse by an adult woman difficult to raise as something unpleasant and damaging. Some young people, when disclosing sexual abuse by an adult of the same sex, may be concerned about homophobic reactions. There are still girls who are brought up to think that a passive, compliant response is more feminine, and images of women still frequently present them as sex objects, in the power of men. In addition, common words to describe girls' early sexual experiences are negative (for example, 'slag' or 'slut'), and girls still have reason to fear that their own behaviour may be challenged if they complain of abuse.
- **Culture.** In some cultures or religions there may be pressure not to tell, associated with perceived loss of marriageability or letting down the cultural group and shame.

Continues overleaf

- **Feeling of complicity/guilt.** Young people may blame themselves, and if they have been groomed, feel they are complicit in the abuse or that they deserved it.
- **Don't know how to report.** For many people, they just don't know how to report their concerns, who to turn to or where to go.
- **How do you start a disclosure?** For many people, finding the right words to tell someone and to start a disclosure is the final, and largest, barrier they face.
- **Loyalty to the person abusing them.** If they are being abused by a close family member or other close individual, it is very possible that they may still love and care for this person and not want to get them into trouble. This is particularly relevant when the abuse only happens periodically, for example where a parent with an addiction issue only abuses their child during periods of relapse.

3. Reporting concerns

This should take between five and ten minutes. Hand out large sticky notes to the participants. Ask them, in small groups, to think about why an adult or an organisation (like us, as guide members) might not act if they saw a sign or symptom or were worried about a person. Ask participants to write one reason per sticky note. Then ask participants to read out the answers and hand them to you. With each answer, stick them over the person, so that eventually the person is covered. Ask the groups what they see now (the person should be covered), and what their thoughts are.

4. Debrief

Thank participants for their answers and explain they have given many of the responses expected, and there are probably many more. Explain that when organisations, like us, fail to deal with allegations, disclosures or concerns properly, we lose sight of the individual who is being harmed (visualised on the flip chart, with the sticky notes obscuring the person).

Highlight some of the barriers to acting including:

- **Fears they may be wrong.** Most people are reluctant to accuse someone else - unless they have solid proof, and this is the main reason people do not report concerns (according to NSPCC research). There could be a fear or unwillingness to get involved. They may be shocked or

frightened. They could have feelings of self-doubt or be worried that they might be wrong or that they are overreacting. Fears of ruining a friendship or other relationship, and of possibly hurting an innocent person's reputation over something that may not be true often, outweigh the intention to act protectively on a suspicion.

- **Make it worse for child or vulnerable adult.** Some people think a report will negatively impact on a relationship with the child or others. For example, the family or community would be affected.
- **Fears of splitting up a family.** This links to fears for the child or vulnerable person. It is a myth that young people will automatically be removed from their homes, as professionals will try to protect a young person within their home wherever possible.
- **Worried about repercussions for the accused.** When an individual who is loved or admired harms a person, the powerful sense of betrayal is felt not just by the child, but also by everyone else who trusted or respected that person.
- **Fears of repercussions for themselves.** Many people are kept from speaking up by legitimate fears for their own safety - fears of violent retaliation against themselves, the child being abused, or other family members. Or they may be worried about the perpetrator as there may have been previous threats or acts of physical or emotional violence from that person, or threats of suicide.
- **Fears for the community.** The fear could also be about what happens next for the community, if this is a leader or prolific person. For example, it might mean that a unit in guiding is closed because there aren't enough volunteers. Accusing someone within a family, religious or community group often leads to being rejected by family or group members who can't bring themselves to believe the accusation. If the person to be accused has high status or wields power or authority in the group, it may not just be fear getting in the way, but also deeply ingrained values and beliefs about obeying authority figures. And when the person under suspicion has protected or stood by others in previous difficult situations, a genuine fear of being 'disloyal' may be particularly challenging.

Continues overleaf

- **Guilt or shame.** Oddly, guilt or shame about not speaking up sooner can be another powerful factor that keeps people from acting, even once they let themselves recognise that something is not right. Realising that you've tolerated inappropriate or harmful behaviour over and over tends to make it much harder to confront the behaviour in the present. People tend to feel like they're partly responsible, and come to have a stake in pretending, or even believing, that the behaviour must have been OK. Beware the 'that's just the way they are' statement, which is often a way of avoiding challenging behaviours - and it's hard to speak up if everyone else accepts it.
- **Unsure what would happen next.** Lack of support may make reporting difficult or they may not know that they should report, or have the confidence to do so. They may have little confidence in the process itself due to experience. Or they may think that only professionals can deal with the situation - that it's none of their business.
- **Believe it's not a safeguarding concern.** For some people, safeguarding means abuse, and more specifically sexual abuse. Therefore, everyone needs to know what we mean when we talk about safeguarding, and how safeguarding covers a broader spectrum of safety and wellbeing, so they know what they should report.
- **Not knowing how to report concerns.** For many adults, the reason they do not report concerns is because they do not know how, or who to talk to.

5. How can we reduce the barriers to reporting and acting?

Ask participants, in small groups with the people they are sitting near, to consider what they think Girlguiding as an organisation can do to reduce the barriers to reporting and acting on safeguarding concerns. After a few minutes, ask participants for their answers. The answers could include:

- Creating a positive culture around safeguarding so people are not fearful
- Building a culture of listening and trust, so vulnerable people are empowered to report concerns, and feel they have trusted people around them
- Clear policy and procedure, and different routes for reporting concerns
- Helping everyone understand what abuse and harm is and their roles and responsibilities in reporting it

- Transparent processes and people with specific safeguarding responsibilities.
- Creating a culture of ‘what if I am right?’, rather than ‘what if I am wrong?’
- Promote a culture of ‘early help’; not waiting until concerns escalate and become serious problems.

During the feedback, the trainer should remove any of the sticky notes that relate to an answer. For example, if someone says ‘know how to report concerns’, remove any sticky notes that are about not knowing how to report concerns. At the end of the feedback session, some of the sticky notes will have been removed, but there may still be some left.

6. Summary

Explain how Girlguiding’s approach to safeguarding and its policies and procedures help to remove some of the barriers, so people feel empowered to report concerns and act. We can never remove all the barriers, but we can make it easier for a vulnerable person to be seen and heard, and for us as an organisation to act. We can create a safe place where people feel empowered and listened to, making them more likely to tell a trusted person if they need help. If we make sure our people understand their responsibilities so they know how, and are empowered, to report concerns, we can get help early and stop any continual harm.

Learning outcomes

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

- Describe the barriers to children and adults reporting concerns
- Identify ways in which barriers to reporting and acting can be reduced in Girlguiding.

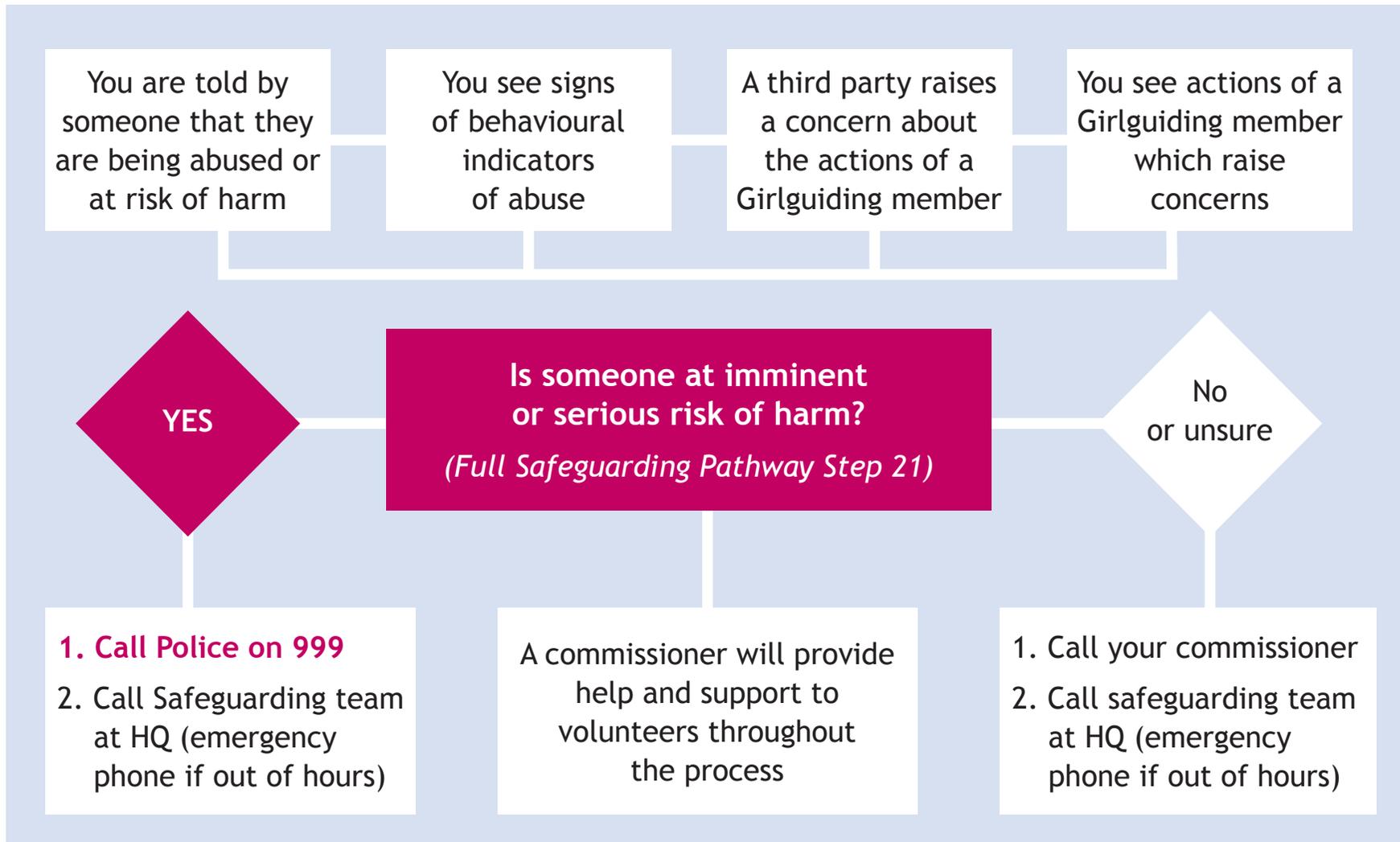
Section 4: Taking action: what would you do?

Duration 30-40 minutes	Resources <ul style="list-style-type: none">• Presentation slides• ‘What would you do?’ activity handouts• Safeguarding pocket guide• Help for unit leaders who receive a safeguarding report from a volunteer• Flip chart paper and pens	Session objectives By the end of this session trainers will have: <ul style="list-style-type: none">• Discussed how to assess and respond to concerns that may be reported to them• Reminded participants of the key actions required from them when responding to a safeguarding concern.	Key messages <ul style="list-style-type: none">• Everyone should maintain an attitude of ‘it could happen here’ where safeguarding is concerned.• When planning activities, various things need to be considered to avoid the risk of harm to the individuals. A safe activity must ensure that it takes account of the environment, the context and the people.• In safeguarding, the aim of risk assessment and management is to prevent abuse occurring, to reduce the likelihood of it occurring and to minimise the impacts of abuse by responding effectively when it does occur.• When concerned about the safety or wellbeing of a vulnerable person, they should always follow Girlguiding policy and processes.
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1. Responding to a safeguarding concern

Unit leaders may be approached from time to time by volunteers who are concerned that a girl, young woman or adult is being abused or harmed. It is important that they know how to respond so that they can safeguard the individual(s) at risk and support the volunteer.

Initial assessment and primary action. Their priority is to identify whether anyone is at risk of imminent or serious harm and to take the appropriate primary action. This should be in keeping with the information set out in the document [‘Process for receiving disclosures, allegations and concerns’](#).



Continues overleaf

Identify which risk level applies to the current situation. Based on the information available, and considering any actions already taken, decide what level of risk the individual is at.

- **Known, immediate risk.** An individual is known to be in imminent danger of serious harm or abuse.
- **Requires urgent medical attention.** An individual has been seriously injured, either physically or psychologically, and requires urgent medical attention because their life is at risk.
- **Unknown risk.** Not possible to determine if there is imminent danger of serious harm or abuse from the information you have.
- **Requires non-urgent medical attention.** An individual is suffering as a result of physical or psychological pain or injuries but it is not life-threatening.
- **No current risk.** There is no imminent danger of serious harm or abuse to any individual.
- **No safeguarding issue.** The information reported indicates there is no safeguarding issue.

Primary actions at a glance. Once clear about the level of risk, decide what action needs to be taken first and ensure it takes place. Don't assume action has already been taken or that someone else is going to take action.

- **Known, immediate risk.** Call 999 immediately for the police.
- **Requires urgent medical attention.** Call 999 immediately for an ambulance.
 - Follow Girlguiding's [emergency procedures](#).
 - If a First Aider is with the individual, make arrangements for the First Aider to attend to the individual until emergency help arrives.
- **Unknown risk.** Call the local police on the non-emergency number - 101 - immediately.
- **Requires non-urgent medical attention.** Identify the most appropriate local service to signpost the individual to. Call 111 for assistance if unsure.
 - If a First Aider is with the individual, make arrangements for them to attend to the individual providing they consent to this.
 - Make sure the individual knows about appropriate further medical services in the local area. If they do not, offer to help them find out.

- **No current risk.** Call your commissioner and Safeguarding team at HQ within 24 hours to discuss the issue.
- **No safeguarding issue.** Identify the nature of the concern and the correct Girlguiding process for addressing it

2. 'What would you do?' activity

The purpose of this activity is to get participants to think about what they would do, and to remember their responsibilities for reporting concerns. The choice for this activity are:

- **Group activity.** Ask the participants to form small groups and give them the 'What would you do?' scenario cards. Ask each group to discuss the questions and decide what the level of risk is and what their primary actions would be. There should be time for each group to answer each scenario and to provide feedback on each scenario. The activity gives participants an opportunity to talk to each other in their groups and to share their knowledge and experience. The training team should move around the room to make sure any questions can be answered.

Or

- **Posters.** Print out a large copy of each scenario poster and attach to the wall with some paper underneath. 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 a good choice if you have a large group.

Or

- **Visual cues.** Use the scenario slides to share the scenarios on screen. Share ideas as a large group and then show suggested answers on screen. This activity is good to use if you have a small group or want to manage the time and the discussions you have. You should spend no more than five minutes on each scenario. However, it does require participants to get involved, so is only appropriate if you think participants are willing to share in the group.

Continues overleaf

3. Debrief

Bring the groups back together, ask for answers and answer any questions. Remind participants of the reporting procedures. Remember, they should never take any action which would put them at risk of harm.

You can find trainer's guidance in Appendix 4.

How to talk to a volunteer reporting a disclosure, allegation or concern. While dealing with a safeguarding issue is never easy for anyone, make it easier by behaving appropriately and supporting the volunteer.

- **Appropriate environment.** If a volunteer asks to speak to you about a sensitive or difficult issue, arrange to talk privately with them as soon as possible.
- **Keep calm.** Stay calm and reassuring at all times and try not to express dismay, anxiety or shock.
- **Reassure.** Express empathy for the situation they have found themselves in (on becoming aware of the concern) but refrain from sharing any view or opinion of the behaviour or experience being reported.
- **Thanks.** Thank them for taking responsibility for this and for sharing this information appropriately.
- **Information shared.** Establish who else, if anyone, has been informed - they may have potentially already informed other services or statutory agencies (where they exist).
- **Key information.** Try to ensure that you have established the following key points by the end of the discussion:
 - The name(s) of the person(s) who have been, or are being, harmed or at risk
 - Their current location
 - Whether there is a need for medical assistance
 - The nature of the concern
 - The identity of the person alleged to be causing/have caused harm (if known)
 - Whether they are currently in contact with children or young people
 - Whether anyone else was present
 - Where any incidents occurred (if known).

Next steps:

- **Next steps.** Do not promise to update them on the outcome of the concern but emphasise the way in which you will take this information forward.
- **Explain.** Emphasise boundaries of confidentiality and that you cannot keep this information within Girlguiding.
- **Confidentiality.** Remind them that they must not share any of the information with anyone else.
- **Support.** Let them know that if they need further support themselves to deal with the situation they can talk to you, the county commissioner or the Safeguarding team at HQ.

Passing the concern to the commissioner who is your Safeguarding lead. When a volunteer has shared a safeguarding concern with them, this must be passed on to the local Safeguarding lead - their commissioner. It must also be shared with the Safeguarding team at HQ as soon as possible. They will support the volunteer who shared the concern to make their report and will check that this is done within the required 24-hour timescale. They should always speak to ensure they have received the information.

If they have doubts or concerns about whether an individual is still at risk of imminent or serious harm, telephone the commissioner immediately for advice. If the commissioner is unavailable, call the Safeguarding team at HQ immediately for further advice.

What is it isn't abuse but there is risk of harm? There are also many instances where a child, young woman or adult is not being abused or at risk of serious harm but may still be in need of help and support to deal with an issue and to prevent it from escalating to become more serious and significant. Reading [‘Types of harm and abuse’](#) will give them more detailed information about situations in which harm can be experienced, and it includes details of signs and behavioural indicators of harm.

Continues overleaf

In such situations it is still important to take time to understand the nature of the issue and to support the girl, young woman or adult to identify the most appropriate source of help. As this is likely to be support from another organisation outside Girlguiding, they can help them find the most appropriate agency.

If they have any doubts about whether there is a safeguarding issue, they must follow the safeguarding process.

Reporting responsibilities. Volunteers have already discussed why people may not report concerns, but it is important for them to recognise some of the other reasons that may stop them, as leaders or managers, reporting. They may include:

- **Wanting to investigate first to get all the facts.** Often managers and Safeguarding teams will get a report that starts: 'Following my investigation I am reporting the following'. Some people will conduct their own investigations to find out what has happened first, rather than reporting directly on. It's tempting to want to contact third parties or verify information before contacting a commissioner or the Safeguarding team at HQ. However, this sometimes has implications for statutory services or puts young people at risk. In the first instance the commissioner or the Safeguarding team at HQ needs to know the information from the person who has reported (cause, what happened, who was involved and what has been done). They will ask if further information is needed, but leaders should always be prompted by advice from the Safeguarding team or commissioner, rather than taking local action themselves.
- **Individual has left.** If they receive concerns about an individual who has left Girlguiding, it must still be reported. The information can be referred on to the statutory agencies, or the individual may reappear in Girlguiding or another youth organisation later.
- **Concerns 'outside organisation'.** This could be for example, an assault or neglect of their own child, historic offences or offences at work. They could be related to children/safeguarding, but people think that because they're 'outside' Girlguiding, they don't need to get involved or report it.
- **Person of authority.** It can sometimes feel difficult to report concerns when they involve someone more senior. Therefore, any member can contact the Safeguarding team at HQ as well as speak to their commissioner. They should remember, individuals who want to harm and abuse will often use their position to gain power over others or to silence. If they have a serious concern about the organisation they can use the Whistleblowing policy to guide them.

- **‘Difficult’ child/person.** Children or adults displaying difficult or problematic behaviour, especially if they do so regularly, can be dismissed as ‘causing trouble’. It is important that we treat everyone fairly, and do not allow our own opinions or prejudices to get in the way of reporting concerns. Often challenging behaviour is a sign of a vulnerable person trying to tell others that something is wrong. Consider the reasons why the person is behaving in this way, and ask them, if appropriate.
- **Don’t have capacity to deal with it.** There will be times when we feel reporting concerns will just give us more work to do, and we may not have the capacity to deal with whatever happens next. It is crucial we remember that behind every concern there is a vulnerable person who may need help, or an individual who may be harming others. We must act and ask for help if we need it, and the next session will cover keeping them safe and the support available for them.
- **Not a safeguarding issue?** Where there is no safeguarding issue, that doesn’t mean they don’t need to do anything at all. There are many different things that can affect and concern a girl, young women or adult without there being any risk of harm. By listening carefully and understanding what an individual’s issue is, they are in a position to support them to access the right help and support from an appropriate agency.
- **Reporting crimes.** Children, young women and adults share the same rights as everyone else to expect to be protected from crime and to receive help and support if they are a victim of crime. If in the course of their work for Girlguiding, volunteers find out information about a crime taking place we expect them to report it to the police.
- **Borderline?** In some situations, the amount of information that we have may leave us uncertain as to whether there is a safeguarding issue relating to abuse, to harm or something else entirely going on. We should try to arrange to talk in confidence to colleagues, for instance at the end of the session, to establish whether collectively there are sufficient concerns to escalate the matter to a safeguarding issue. When discussing such matters within the team, always ensure they

Continues overleaf

are in a confidential setting and always identify who is responsible for reporting the matter, or carry out any other identified actions so there are clear responsibilities, and important help and support inputs don't get overlooked.

If they are unsure if there is a safeguarding issue, seek advice from the county commissioner. If they are not available, contact the Safeguarding Team at HQ.

Learning outcomes

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

- Explain Girlguiding's policy and procedure and appropriately to any safeguarding allegations, disclosures and concerns.

Section 5: Taking action: understanding emotion and keeping yourself safe

Duration 15 minutes	Resources <ul style="list-style-type: none">• Presentation slides• Understanding emotions activity handouts	Session objectives By the end of this session trainers will have: <ul style="list-style-type: none">• Explained the importance of recognising the emotional impact safeguarding concerns can have• Discussed the importance of maintaining appropriate boundaries and keeping themselves safe when dealing with a safeguarding concern• Highlighted where to go for support and advice.	Key messages <ul style="list-style-type: none">• It is important to be aware of what we feel or think about things to do with safeguarding, as it may affect our ability to listen to the person, influence our views on the situation or present personal conflicts which may delay or stop us from acting. We need to be aware of our behaviour and maintain appropriate boundaries, which is not always easy.• Sometimes you may find it difficult to know whether a concern needs to be reported, especially where you know and trust an individual involved. Remember though, you must report any concern, no matter how insignificant it may seem.• Keeping yourself safe is important, so if you are feeling unsafe, concerned or worried or you are uncertain what to do, get in touch with the Safeguarding team. They're there to offer advice and support, to look at the bigger picture, and to professionally assess what action needs to be taken. It's always better to report and talk to someone else rather than make decisions alone.
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1. Understanding emotions' activity

Explain to participants you are going to read out a series of short scenarios (Appendix 5). Ask participants to write down how it made them feel. If appropriate, ask them to share some of the feelings they wrote down with the person next to them, or in small groups.

Continues overleaf

2. Debrief

Bring the groups back together and cover the following:

The emotional impact of safeguarding. Explain the importance of recognising the emotional impact safeguarding concerns can have. Some of the emotions people might feel when they hear these stories include shock, anger, sympathy, disbelief, or sadness. It is normal to have an emotional response; however, emotions sometimes make it difficult for us to recognise or deal appropriately with situations with which we are presented. The aim of safeguarding training is not to remove the emotional impact, but enable people to take the right action despite having an emotional response.

Being aware of our own views, beliefs and opinions. It is important to be aware of what we feel or think, especially if we are listening to a disclosure, or someone is reporting an allegation or concern to us. We might not be able to listen to a person telling us about something if we don't believe that what they are saying could have happened. Our personal or religious beliefs may also influence our views about certain subjects. For example, we might find it difficult to respond to someone whose sexual orientation we don't agree with, but who may be being abused. These conflicts could prompt a struggle, which might delay us acting. We need to try and remain objective and focus on the facts we are told, rather than personal opinion or perspective. It is all our responsibility to pass on concerns.

Maintaining boundaries. Guiding helps build relationships with others, but it is important to maintain appropriate boundaries to keep ourselves safe. We are role models to other members and their families, and we must promote and respect safe spaces, listen to others and live out our Promise and values. We have a responsibility to challenge negative ideas, assumptions, behaviour and language - including our own - whenever it occurs. How we present ourselves, our interaction with others and our general conduct are highly significant when dealing with an allegation, disclosure, or concern. This does not mean that our relationships should be cold and detached, but we need to be sensitive and support individuals, without placing them or ourselves at risk. We should listen to, and respond to, everyone's concerns. Avoid discussing information regarding the concerns with those who do not need to know, and be aware of being overheard while speaking or while on the phone.

Keeping safe and seeking support. If at any time, we feel worried or concerned about our own safety, or feel we cannot cope with the emotional impact of dealing with a concern, we should seek help immediately. Other people can deal with the concern or support the individual. Sources of support include:

- [Lucy Faithfull Foundation](#)
- [Health Assured \(Girlguiding's Employee Assistance Programme\)](#)
- [Samaritans](#)
- [Rape Crisis](#)
- [NAPAC](#)
- [Victim Support](#)
- [Childline](#)
- [NSPCC](#)

Further advice and guidance can be obtained from the Safeguarding team at HQ.

Learning outcomes

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

- Recognise the emotional impact safeguarding concerns can have on a person
- Understand the importance of keeping themselves safe and maintaining appropriate boundaries, and know where to go for support or advice.

Section 6: Creating safe spaces

Duration 30-40 minutes	Resources <ul style="list-style-type: none">• Presentation slides	Session objectives By the end of this session trainers will have: <ul style="list-style-type: none">• Reflect on the key messages of the training• Create a plan of action to improve safeguarding practice.	Key messages <ul style="list-style-type: none">• Safeguarding isn't always about reacting to incidents or concerns once something has gone wrong, it's about stopping things before they happen. This means being proactive.• The role of leaders and managers is to promote safe, good quality guiding and to explain Girlguiding policies to their teams.• The behaviour they model influences other team members. By providing examples of good guiding they'll help to ensure that others deliver good guiding which puts safety and wellbeing first.
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1. 'Creating safe spaces' activity

Explain to participants you are going to read out a series of short scenarios (Appendix 5). Ask participants to write down how it made them feel. If appropriate, ask them to share some of the feelings they wrote down with the person next to them, or in small groups.

The purpose of the activity is to help participants reflect on what they have learned throughout the previous sessions and to create an action plan to improve practice within their units or teams.

Ask participant in groups, or as individuals, to reflect on the training sessions they have completed. They have covered recognising potential harm and abuse, responding to disclosures and the barriers to reporting and acting, and understanding the emotional aspects of safeguarding and keeping themselves safe.

Ask participants, as individuals or in small groups, to:

- Come up with three or four key messages they will remember from the training
- Identify an area where there is a need to improve practice (in their teams or units) in relation to identifying or responding to safeguarding concerns. What action are they going to take?
- Identify one thing they are going to do differently to promote the creation of safer spaces.

2. Debrief

Bring the groups back together, share action plans highlights and answer any questions.

Remind participants it is their role to promote Girlguiding policies and procedures, to consider how they're being implemented, and identify and report any concerns. They can do this through awareness and empowerment.

Awareness. Make sure their teams understand safeguarding policies and attend regular training. This will help them to integrate safeguarding into everyday practices, and to ensure young people get the best possible guiding experience.

Empowerment. Encourage and empower their teams to take responsibility and to challenge and report a concern, which helps to ensure young people and adults aren't put at risk. It also reinforces the importance of everyone's responsibility to be a part of creating safe spaces.

Learning outcomes

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

- Carry out an action plan to improve safeguarding practice in their unit or team
- Understand their role in promoting safeguarding and creating safer spaces.

Section 7: Summary and close

Duration
10 minutes

Resources

- Presentation slides
- 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:

- By developing ongoing stable relationships of trust with all those we work with we are more likely to notice if something is wrong.
- When a person talks to us about a concern, this needs to be taken very seriously, and it's vital that we act on what we have been told. We should listen and believe what is being said, not judge, affirm any feelings the girl may have expressed and let her know what you are going to do next, agreeing what support she may need.
- Our policies and procedures and our approach to safeguarding in Girlguiding help us to remove some of the barriers so people feel empowered to report concerns and act.
- Everyone should maintain an attitude of 'it could happen here' where safeguarding is concerned, and when worried about the safety or wellbeing of a vulnerable person, should always act in the best interests of that person.
- Keeping yourself safe is important, so if you are feeling unsafe, concerned or worried, or you are uncertain what to do, always seek help and advice.
- By being great role models, we influence others in our teams and provide examples which will help ensure that others deliver good guiding, which puts safety and wellbeing first.

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.

They will now be able to:

- Identify the signs and indicators of different types of abuse 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 acting, and explain ways to reduce these barriers.
- Respond to a safeguarding allegation, disclosure or concern that may be reported to them, by identifying the key actions required from them as leaders and understanding how to maintain appropriate boundaries and keep themselves safe.
- Reflect on why creating safe spaces is an important part of responding to concerns and identify actions they can take to bring about change and create a safer space in Girlguiding.

Appendix 1: Signs and indicators cards

Scenarios can be printed off separately.

Physical abuse	<ul style="list-style-type: none"> • Injuries that cannot be explained on any part of the body. • Flinching when touched or approached. • Reluctance to get changed in appropriate situations. • Parent or carer fabricating medical conditions and enforcing unnecessary treatments.
Emotional abuse	<ul style="list-style-type: none"> • Reluctance to have parents or carers contacted or approached. • Exhibiting a lack of confidence or the need for approval or attention. • Inability to express emotions. • Exhibiting self-harming behaviour.
Sexual abuse	<ul style="list-style-type: none"> • Stomach pains, discomfort when walking or sitting down. • Sexual behaviours differ vastly from the cultural 'norm' and peer group. • Deleting or hiding user accounts, photos and videos, changing or having multiple phone numbers or having multiple online identities. • Nervousness about being left with specific persons or groups.
Discriminatory abuse	<ul style="list-style-type: none"> • Frustration possibly leading to anger management issues. • Treated in a noticeably different way to peers. • Showing signs of fear and anxiety. • Becoming withdrawn.
Neglect	<ul style="list-style-type: none"> • Constantly hungry; perhaps stealing food from others. • Hanging around outside at inappropriate times or for unacceptable periods of time. • Poor language and communication skills. • Inappropriately dressed for the weather conditions.
Exploitation	<ul style="list-style-type: none"> • Hanging around with new, unknown friends/peers. • Travelling away from home unexpectedly on repeated occasions. • Restraint marks, such as from having hands or feet bound. • Out of character criminal behaviour.

Appendix 2: Disclosure scenarios

Scenarios can be printed off separately.

Scenario 1	
Part 1	During a weekend at camp, a Brownie comes to tell you that she is worried about one of her friends.
Part 2	The Brownie is reluctant to tell you any more, as she is worried her friend will not like her if she tells you what she has seen.
Part 3	After some encouragement, she tells you that she has seen some marks and bruising on her friend's back but her friend said not to tell anyone because her mum will be mad.

Scenario 2	
Part 1	You find a quiet moment to ask if anything is wrong. Hesitantly, she tells you she is worried about her younger sisters, who are very unhappy at home.
Part 2	The Brownie is reluctant to tell you any more, as she is worried her friend will not like her if she tells you what she has seen.
Part 3	Since her mum's new boyfriend moved in, nothing has been the same. None of them like him and she feels uncomfortable when he is around. One night, she found him alone in her sisters' bedroom, whispering to them, and neither of them would tell her what had happened. She then tells you that she 'knows a friend' who was touched inappropriately under the bedclothes by her mother's new partner and asks if this could happen to her sisters.

Scenario 3	
Part 1	Sophie, a fellow leader, has previously mentioned that her partner likes to go to the pub and often jokes that she comes to Guides for some peace and quiet. Tonight, while preparing drinks, Sophie seems very quiet and says she is feeling a bit tired as it's been a busy week.
Part 2	Sophie tells you that she is worried because her partner has just lost his job. He doesn't want to talk to her about it, but he is obviously feeling frustrated and is drinking more to cope.
Part 3	Sophie tells you that last night he hit her, but she doesn't think he meant to, he was so drunk he didn't know what he was doing. Although he has never done this before, she is worried and doesn't know what to do.

Table continues overleaf

Appendix 2: Disclosure scenarios *continued*

Scenario 4	
Part 1	A girl has disclosed at a unit meeting that she has been talking to someone in an online chatroom. She says she has been talking to them for a few weeks and they are friends, but she is upset about a conversation they had.
Part 2	She is feeling upset because the person has started to make inappropriate comments to her, suggesting she pose for pictures or asking her if she has a boyfriend.
Part 3	She says her parents would be very angry if they found out, as she is not meant to be on the website and she doesn't know what to do. She says she doesn't want to be online friends with them any more but they won't leave her alone.

Scenario 5	
Part 1	A young leader has asked if she can talk to you. She is worried about her relationship and wants some advice.
Part 2	She tells you she has been going out with a 17-year-old boy for the past six months, but her parents don't know about it as she is worried her mum won't be happy because of the age difference. Her boyfriend's parents are going away for the weekend and he has suggested she go over, as they can have the house to themselves.
Part 3	She is worried, as he is very keen for them to have sex and she is not sure. She likes him and she knows this might be the only chance they have, but she's not on the pill and he said he didn't like condoms. Her friend, who is 16 and sexually active, told her to get on with it because most girls in her class have already done it and she may as well too.

Appendix 3: ‘Helpful or not?’ scenarios

Scenarios can be printed off separately.

Scenario 1	
Part 1	During a weekend at camp, a Brownie comes to tell you that she is worried about one of her friends.
Response 1	<i>‘Oh dear, that doesn’t sound very good. Why are you worried about her?’</i>
Part 2	The Brownie is reluctant to tell you any more, as she is worried her friend will not like her if she tells you what she has seen.
Response 2	<i>‘Well, you seem pretty worried about it. I am sure it can’t be that bad, why don’t you tell me and I promise I won’t tell anyone else for now.’</i>
Part 3	After some encouragement, she tells you that she has seen some marks and bruising on her friend’s back but her friend said not to tell anyone because her mum will be mad.
Response 3	<i>‘I am really glad you told me this, and I can see why you are worried. You are a really good friend to come and tell me. You did the right thing. I cannot keep this a secret though, and will need to tell my commissioner, so we can get your friend the help they need. I hope you understand. Would you like to stay with me for a while and help make lunch, or go back to the activity?’</i>

Appendix 3: ‘Helpful or not?’ scenarios *continued*

Scenario 2	
Part 1	You find a quiet moment to ask if anything is wrong. Hesitantly, she tells you she is worried about her younger sisters, who are very unhappy at home.
Response 1	<i>‘Hey Jane, you OK? Come on, we are having loads of fun here, it can’t be that bad?’</i>
Part 2	The Brownie is reluctant to tell you any more, as she is worried her friend will not like her if she tells you what she has seen.
Response 2	<i>‘I can see you are very worried, and I noticed you haven’t been yourself. Thanks for talking to me. Why are you worried about your sisters?’</i>
Part 3	Since her mum’s new boyfriend moved in, nothing has been the same. None of them like him and she feels uncomfortable when he is around. One night, she found him alone in her sisters’ bedroom, whispering to them, and neither of them would tell her what had happened. She then tells you that she ‘knows a friend’ who was touched inappropriately under the bedclothes by her mother’s new partner and asks if this could happen to her sisters.
Response 3	<i>‘I can’t believe you haven’t said anything before now. That sounds like a real worry and it’s no wonder you are concerned. You know we will need to report this to the authorities, as it sounds like something serious is happening and your mum’s new boyfriend may be hurting your sisters. You wait there, I am going to get the leader so we can sort out what to do next.’</i>

Scenario 3	
Part 1	Sophie, a fellow leader, has previously mentioned that her partner likes to go to the pub and often jokes that she comes to Guides for some peace and quiet. Tonight, while preparing drinks, Sophie seems very quiet and says she is feeling a bit tired as it's been a busy week.
Response 1	<i>'I have had a busy week too. Isn't it funny how sometimes it all happens at once? Can I help you with anything? How about a cup of tea?'</i>
Part 2	Sophie tells you that she is worried because her partner has just lost his job. He doesn't want to talk to her about it, but he is obviously feeling frustrated and is drinking more to cope.
Response 2	<i>'Oh, you must be feeling very worried, I can see it's a situation that is upsetting you. What do you want to do about it?'</i>
Part 3	Sophie tells you that last night he hit her, but she doesn't think he meant to, he was so drunk he didn't know what he was doing. Although he has never done this before, she is worried and doesn't know what to do.
Response 3	<i>'Sophie, I am sorry to hear that, I can see you are very upset. You know it's not acceptable for this to happen, and I am very worried about you. I think we need to talk to someone else, if that's OK with you, so we can get you some help. I realise this may be difficult, but I will be here with you for support.'</i>

Appendix 3: 'Helpful or not?' scenarios *continued*

Scenario 4	
Part 1	A girl has disclosed at a unit meeting that she has been talking to someone in an online chatroom. She says she has been talking to them for a few weeks and they are friends, but she is upset about a conversation they had.
Response 1	<i>'Why on earth were you in an online chatroom? You are not even old enough to be there. It's no wonder you were upset, those places are not designed for children, we have told you that before.'</i>
Part 2	She is feeling upset because the person has started to make inappropriate comments to her, suggesting she pose for pictures or asking her if she has a boyfriend.
Response 2	<i>'What? I am shocked. No wonder you are worried. I hope you left the site straight away. Have you spoken to you parents about this? They really need to know and could probably help.'</i>
Part 3	She says her parents would be very angry if they found out, as she is not meant to be on the website and she doesn't know what to do. She says she doesn't want to be online friends with them any more but they won't leave her alone.
Response 3	<i>'It's OK. They won't be angry, they will just want to help you. It's important that we tell someone about this, as that person may also be asking other girls to do the same thing, and we don't want them to be at risk too. You have been really brave to come and tell me. I realise it is not easy, and clearly you are very worried. I will help you, and together we can decide what happens next, and make sure you are safe and the right people know what has happened.'</i>

Scenario 5	
Part 1	A young leader has asked if she can talk to you. She is worried about her relationship and wants some advice.
Response 1	<i>'Before you tell me anything more, I just need to remind you that if you tell me something and I think your safety or wellbeing may be at risk, I will need to help. I won't be able to keep it a secret. Is that OK?'</i>
Part 2	She tells you she has been going out with a 17-year-old boy for the past six months, but her parents don't know about it as she is worried her mum won't be happy because of the age difference. Her boyfriend's parents are going away for the weekend and he has suggested she go over, as they can have the house to themselves.
Response 2	<i>'I can see how that would worry you, but you really shouldn't keep secrets from your parents. They are there to protect you, and probably have a good reason to be worried. So, are you worried that he will ask you to do something at his house?'</i>
Part 3	She is worried, as he is very keen for them to have sex and she is not sure. She likes him and she knows this might be the only chance they have, but she's not on the pill and he said he didn't like condoms. Her friend, who is 16 and sexually active, told her to get on with it because most girls in her class have already done it and she may as well too.
Response 3	<i>'Clearly you are worried about this, and a healthy relationship shouldn't make you feel worried or upset. You should not be pressured into doing something you are not ready for, and you also shouldn't believe everything others say. If you do decide to go ahead, it is important that you have safe sex, as you don't want to risk your health, and I can give you some information about where to get more advice. However, you are under 16, and if you do have sex, then your boyfriend could get into trouble because you are underage. Do you think we could talk to your parents together?'</i>

Appendix 4: ‘What would you do?’ scenarios

Scenarios can be printed off separately.

Scenario	Trainer’s guidance
<p>Sophie has previously mentioned her parents are separating, and you know that it has been difficult for all of them.</p> <p>At the end of a unit meeting, Sophie’s mum comes to collect her in her car and she seems quite angry. She marches into the unit meeting place because the meeting is running a little late and shouts that it’s time to go.</p>	<ul style="list-style-type: none"> • Priority is to ensure Sophie is safe. • Important not to put self at risk of harm. • With another volunteer, try and talk to mum and find out what is going on. • You need to make sure the other girls and adults are safe, which means moving them if mum is angry. • If mum cannot be calmed, you should call the police. • Whatever happens you need to let your commissioner know, so further appropriate action can be taken.
<p>You receive notification that an individual who works at the local school where you hold your unit meeting is being investigated for sex offences and that they live near the school.</p> <p>It’s a close-knit community and you receive lots of calls from parents who are worried about their daughters attending unit meetings.</p>	<ul style="list-style-type: none"> • Speak immediately to the Safeguarding team for advice. • The Safeguarding team will help you to give a standard response to any calls, and to signpost parents to statutory authorities if there is a concern. • You should not respond to rumours. • Focus on how you keep the meeting place safe, and making sure your activities are all properly supervised to ensure no harm.
<p>One of the girls’ dads has agreed to help you out with leading some of the sessions in your Guiding unit.</p> <p>He is great with the girls and constantly makes them laugh with his teasing and joking. You are slightly worried that one of your girls doesn’t seem to be joining in or finding it all very funny.</p>	<ul style="list-style-type: none"> • Teasing and joking are hard to manage as some people find this OK. Any joking that is not appropriate however should be challenged and volunteers reminded of the respectful relationships we have. • Clearly one girl is not happy, and these concerns need to be addressed. • Talk to the girl and agree next steps. • Talk to the adult about their behaviour. • Let the commissioner know of what action you have taken, in case this occurs again.

Scenario	Trainer's guidance
<p>Sarah, a Brownie, has started being tearful for no apparent reason. The unit helper has consoled her, but she won't say what is really bothering her, other than it's to do with her family and they must speak to her mum to know more.</p> <p>When you speak to Sarah's mum, she discloses that Sarah's older sister, Claire, was sexually assaulted by a stranger three weeks ago, while the family were on holiday at the other end of the country - the police have arrested someone but Claire and her mum don't want news to get out that she was the victim.</p>	<ul style="list-style-type: none"> • Speak to the Safeguarding team for advice as they may be able to signpost to support. • In this instance, the Safeguarding team may wish to contact the local Social Services, to ensure the family are getting the support they need. • Talking with mum may help with suggestions on how we can support Sarah. • Sarah may need some support during meetings and time out when she gets worried, but attending meetings will probably help her. • Important for other helpers to know that Sarah is going through a difficult time, but they don't need to know the details.
<p>Rose, a unit helper, has been showing signs of stress recently, and she seems to be losing her concentration when she's with the girls.</p> <p>You ask her to meet you and during the conversation, she breaks down into tears, telling you that she had an affair with a married man and she has discovered she is five-weeks pregnant.</p> <p>She hasn't decided whether to continue her pregnancy and doesn't want anyone else to know about it, as it's the husband of one of the other leaders. She's confident that no-one else knows about the affair.</p>	<ul style="list-style-type: none"> • Rose needs to be offered some support, and a place where she can go to get help if needed. • You may want to seek advice from the Safeguarding team at HQ. • Given the situation, you need to let Rose know you must tell the commissioner, and only them, as it may impact guiding relationships. • It may be a good idea for Rose to take some time out of guiding while she is dealing with her situation, but make sure you check in with her so she feels guiding is still there when she is ready to return. • If the situation becomes public, you will need help from your commissioner to manage the situation.
<p>You have suspected for some time that the unit leader of a Guide unit has a drink problem but until now this has not affected her role as a leader.</p> <p>A Guide's mother approaches you in the street and expresses concern that the unit leader never arrives on time at her unit, shouts constantly at the girls, and is often seen heading to the local pub after Guide meetings.</p> <p>Several mothers have said she smells of drink when collecting their daughters and the whole issue is now the focus of gossip and concern.</p>	<ul style="list-style-type: none"> • Concerns from parents need to be dealt with. • In this instance, there is a potential risk of harm, and as you are already concerned about the leader's behaviour, you need to act on the information you have been given. • Report to your commissioner immediately for guidance on what to do next. • It is likely that the leader will need to be removed from weekly activities while someone investigates the situation. • The leader will need to be supported and may need help from other agencies. • You will need to consider how you manage the gossip that has already started and your Commissioner should be able to help guide you.

Scenarios continue overleaf

Appendix 4: ‘What would you do?’ scenarios *continued*

Scenario	Trainer’s guidance
<p>You notice that one of the leaders spends a lot of time shouting at the girls. Some of the younger Guides look upset. On a previous evening, you also notice the same leader place a hand on the girls to move them along to another activity.</p> <p>During the week, you find out that one of the girls has decided to leave the unit. All she said was she was unhappy. You know the Guide is no angel, but you also suspect the real cause of her decision to leave was the behaviour of the leader.</p>	<ul style="list-style-type: none"> • Inappropriate behaviour should be challenged as soon as it’s seen, otherwise it can escalate to concerns about safety. • You need to address the behaviour you have seen with the leader. • You may want to talk to the parent and the girl about why they left, to find out if there are any concerns they couldn’t share. • If it is about the leader’s behaviour, you can let them know that you have dealt with this, and if they have any other concern they can come to you at any time. • It may be a good idea to suggest other units they could attend if they do not wish to come back to yours. • Let your commissioner know of the concerns, as they may have happened before.
<p>A volunteer tells you in confidence that his children have recently been taken into care.</p> <p>He assures you he is not a risk to the girls in Guiding and feels strongly that he should continue in his role. He says he knows that his children will be back in his care in a couple of weeks and that Social Services has made a mistake.</p>	<ul style="list-style-type: none"> • This must be reported to the Safeguarding team, as this could be a risk to others but also a reputational risk. • Explain that it does not mean he won’t be able to continue as a volunteer, but we need to take advice from professionals about whether this would be appropriate. • Appropriate risk assessments would need to be made if he stays.
<p>Beth is 16. She is a cheeky, outgoing youngster who is popular in her peer group. She comes into the unit meeting one day with a cut under her right eye along the cheekbone.</p> <p>You find her and ask her what has happened. She tells you she has had a fight with her mother because she has been stealing food out of the fridge. She also tells you that she came off much worse.</p>	<ul style="list-style-type: none"> • This needs to be reported immediately, as this is physical abuse. • Take advice from the Safeguarding team about what happens next. • The family could be known by Social Services, so this may be about information sharing. • Both the child and the parent may need help and support, but the professionals need to decide this.

Scenario	Trainer's guidance
<p>Charlie is 12. Her mother asked to speak to you. She states that her daughter told her that one of the volunteers regularly comes up to her from behind and massages her shoulders.</p> <p>Charlie's mother tells you that she and Charlie have spoken to around five other girls and this leader does the same to them and she makes them feel very uncomfortable. The volunteer is a valued team member, has served as a leader for many years and is popular with the other leaders.</p>	<ul style="list-style-type: none"> • This concern needs to be reported immediately as there is a serious concern about the behaviour of an individual, which is of a sexual nature. • The Safeguarding team will need to report this to the local authority designated officer, and give advice on managing the incident. • Parents may not be willing to report this as sexual assault, so an internal investigation may be needed, following advice from the local authority designated officer. • It is important for you to do what you are asked by your commissioner of the Safeguarding team, and not to investigate any further yourself.
<p>Jennifer, 13, regularly plays a fantasy role-playing game and loves telling you about her latest adventures. The game has a chat system, which she likes because it helps her advance through the levels at a faster pace.</p> <p>However, this week Jennifer tells you she has stopped playing games. You ask why, and Jennifer says she chatted with someone who started to ask her for her details like her mobile number. She was also asked if she wanted to have sex.</p>	<ul style="list-style-type: none"> • This needs to be reported to the Safeguarding team. • The Safeguarding team can help to report the incident to the appropriate people, which will probably be the CEOP (Child Exploitation and Online Protection), part of the National Crime Agency. • If Jennifer has kept evidence, this can be used.

Appendix 5: Understanding emotions scenarios

These scenarios are suggestions for the trainer to use. You do not have to use all the scenarios. You can also find your own stories to use, if they are appropriate for the reflection. Try not to use anything too graphic. They should be factual accounts that allow participants to feel some emotion but to avoid emotional distress.

Victoria Climbié

After suffering months of abuse, Victoria Climbié died, aged just eight, on 12 February 2000. Nearly 18 months earlier her parents had sent her from her home to live with her great aunt in the hope she would get a good education and enjoy a better life. There were 12 chances to save the life of this young girl. Instead, she died of 128 injuries. The torture she suffered included starvation, cigarette burns, repeated beatings with bike chains and belt buckles, and hammer blows to her toes.

Shannon Matthews

Shannon Matthews was reported missing from The Moorside, a council housing estate on the outskirts of Dewsbury, West Yorkshire, by her mother, Karen in February 2008. Her disappearance sparked the largest search operation since the Yorkshire Ripper, involving 250 officers. Shannon was missing for 24 days before she was found, hidden away in the base of a divan bed in a dilapidated house. When she was found, police discovered Shannon had been tied with an elastic rope to prevent her escape and, at times, had been drugged. It later emerged that her own mother, Karen, then 32, had staged the kidnap. It emerged that she had colluded with Michael Donovan - the uncle of her then boyfriend - so she could pocket money from the appeal.

Baby P

Two men were found guilty of causing or allowing the death of a 17-month-old boy. The child's mother had already admitted allowing or causing the child's death. The trial heard that Baby P, who was on the child protection register, suffered more than 50 injuries during an eight-month period in which he was seen 60 times by social and health workers, but according to lawyers still did not pass the threshold to be taken into care.

Vanessa George

Vanessa George, 40, from Plymouth, was jailed in 2009 for a minimum of seven years after admitting abusing toddlers at the nursery and photographing it. George admitted seven sexual assaults and six counts of making and distributing indecent pictures of children. She used a mobile phone to take pictures of herself abusing toddlers and sent them to others.

Fred Talbot

A man who abused several young boys while working as a science teacher has been brought to justice after several decades. The man was found guilty of two counts of indecent assault against two victims who were abused during their adolescent years. Sometime in the mid-70s, when one of the victims was 14 or 15, he went on a school trip on a canal boat under Talbot's supervision. The boy was made to share a bed with Talbot, who indecently assaulted him. 'He was an extremely popular and well-liked individual who earned not only the trust and adulation of many of his peers and pupils, but also much of the nation.'

Melanie Jeffs

A woman who helped launch a police campaign to record misogyny as a hate crime has received hundreds of abusive messages. Melanie Jeffs said one person 'threatened to put a machete' through the back of her head. Nottinghamshire Police has received 22 reports and made two arrests since recording misogynistic hate crimes. They included verbal abuse, threats of violence, assault and unwanted physical contact. Ms Jeffs, Centre Manager at Nottingham Women's Centre, said she was 'stunned' by the volume of tweets and messages posted on Twitter and Facebook. She said: 'They ranged from the ridiculous to some that were quite aggressive. One person said I should get cancer, I had somebody threatening to find me and tie me up and lots of comments about my appearance.'



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