

A Safe Space

Level 3 - BGO and branches
session plan adaption notes

A Safe Space, Level 3 - BGO and branches session plan adaption notes

Safety is at the heart of everything we do in Girlguiding and as a trainer delivering A Safe Space, level 3 within BGO or branches, you'll know how important it is to give clear, up-to-date and relevant information to your audience.

To support you with your training session, Girlguiding has produced this document, written in consultation with BGO and branches. It summarises the adaptations to A Safe Space, level 3 which have been made to suit volunteers in BGO or branches.

You should use these adaption notes with the following documents:

1. A Safe Space, Level 3 - session plan with full guidance
2. A Safe Space booklet
3. A Safe Space, Level 3 presentation slides

You can find all these documents on the [trainers' resources](#) pages of the Girlguiding website.

Adaption notes on ‘A Safe Space, level 3 - session plan with full guidance’

Please note that pages aren’t numbered in ‘[A Safe Space, Level 3 - session plan with full guidance](#)’. So where we talk about page 1 (see below), we mean the page starting with ‘Introduction’, note this is actually the third page.

Page 1

Refer to relevant BGO and branches legislation on safeguarding. The Safeguarding team will share guidance about this with you, and they will also put it on the website (they are currently writing this).

Page 6

Replace ‘liaising with the police or emergency services’ with ‘liaising with an appropriate agency’ throughout your training session.

Page 26

Change bullet 1 under sub heading ‘Support’ to, ‘Support should be offered as soon as possible. It may be there are local services where you live OR call through to Safeguarding HQ in London, UK and they will be able to access support through Health Assured’.

Page 28

Change last bullet point in column one under heading number 3. Debrief, which says, ‘Report to the authorities’ to ‘Report to chief commissioner’.

Page 30

Talk about bullet point 4 under the heading number ‘2. Debrief’ which says, ‘Some people may not realise they are being abused. They may be too young to understand cultural /societal norms and their values might dictate a certain level of acceptance. For example, they may be confused about the boundaries between discipline and physical abuse’.

Advise that this is very difficult when living and volunteering abroad as it may be that local laws and guidance do not recognise abuse. For example, beating a child may not be seen as abuse, as it would be in the UK. In ALL CASES you should discuss your concerns with the chief commissioner or safeguarding volunteer as soon as possible and definitely before you challenge parents. It is important you keep yourselves safe.

Page 32-33

Talk about the bullet points under heading number '4. Debrief'. These explore why people don't report.

- **Bullet point 2 and 6** will need to be explained in context for BGO and branches as these fears have much wider consequences for their members. Ultimately our advice is that you need to balance the concern you may have about a child with the need to keep both yourself and your leaders safe from the local community and/or authorities, who may not respect your 'interference' in something they consider to be not your concern.

In ALL CASES you should discuss your concerns with the chief commissioner or safeguarding volunteer as soon as possible and definitely before you challenge parents. It is important you keep yourselves safe.

- **Bullet point 3.** Remove/do not include, because it's UK-focused.
- **Bullet point 9.** Consider whether to keep or remove, because this may be correct, depending on the country your delegates come from.

Be aware this whole section needs more time than normal to allow volunteers to discuss their concerns, depending on where they come from. You can email any questions to safeguarding@girlguiding.org.uk and we will research the answers for you.

Page 34-35

This section asks volunteers to think about how Girlguiding can reduce barriers to reporting and acting on safeguarding. Bullet point 4 states one way is to help 'everyone understand what abuse and harm is and their roles and responsibilities in reporting it'.

People should be clear after Levels 1 - 2 of A Safe Space of their role and responsibilities, but in Level 3 we ask specifically for people to recognise their role and responsibility to report to the local authorities. It clearly is more complex when living and volunteering abroad as volunteers are subject to local laws which may not have the same interpretation of what is abuse and harm as we do. In ALL CASES you should discuss your concerns with the chief commissioner or safeguarding volunteer as soon as possible. It's important you keep yourselves safe.

You need to give more time to delivering this whole section, to allow volunteers to discuss their concerns depending on where they come from. You can email any questions to Safeguarding@Girlguiding.org.uk and we will research the answers for you.

Page 37-38

Talk through the updated PowerPoint slide for this section, which shows the Initial assessment and primary action process for BGO/branches. You should also reference the 'safeguarding pocket guide for BGO/branches' in this section.

Page 47

All these links are working and can be accessed from outside of the UK. If there are any difficulties accessing them, email safeguarding@girlguiding.org.uk.

Appendix 3: 'Helpful or not?'

- **Scenario 2 (page 56):** do not use this scenario.

Appendix 4: 'What would you do?'

- **Scenario 1-3 and 8:** do not use.
- **Scenario 4:** replace 'Sarah's older sister, Claire was sexually assaulted by a stranger, whilst on holiday at the other end of the country' with, 'Sarah's older sister, Claire was sexually assaulted in another country'.
- **Scenario 6:** remove the reference to 'local pub' and change to, 'inconsistent in her behaviour'.
- **Scenario 11:** remove reference to 'CEOP' and 'NCA'.
- Use the two additional BGO/branches scenarios below (you can also find them in the document: 'A Safe Space, Level 3 - What would you do? Additional scenario cards for BGO/branches').

BGO/branches scenario 1

Sarah, a Brownie, has started being tearful for no apparent reason. The unit helper has consoled her, but Sarah 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.

When you speak to Sarah's mum, she says that Sarah's older sister, Claire, was sexually assaulted by a stranger three weeks ago, while on holiday in another country. The police have arrested someone but Claire and her mum don't want news to get out.

BGO/branches scenario 2

You have suspected for some time that a Guide unit leader has a drink problem, but until now this has not affected her role as a leader.

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 erratic in her behaviour.

Several mothers have said they hear she smells of drink when others have collected their daughters and the whole issue is now the focus of gossip and concern.

Adaption notes on 'A Safe Space Booklet'

Page 10

Refer to the 'safeguarding pocket guide for BGO/Branches' for information about the reporting of an allegation, disclosure or concern.

Page 11

Change reference to 'calling 999' to 'call your chief commissioner and/or safeguarding lead volunteer'.

Page 14

Remove reference to 'government definition of vulnerable adult', as this is different in each country BGO and branches operate in. However, you should discuss different vulnerabilities and mention how people can become more vulnerable when living and working within other countries, making reference to the role women play in society and different attitudes.

Page 17

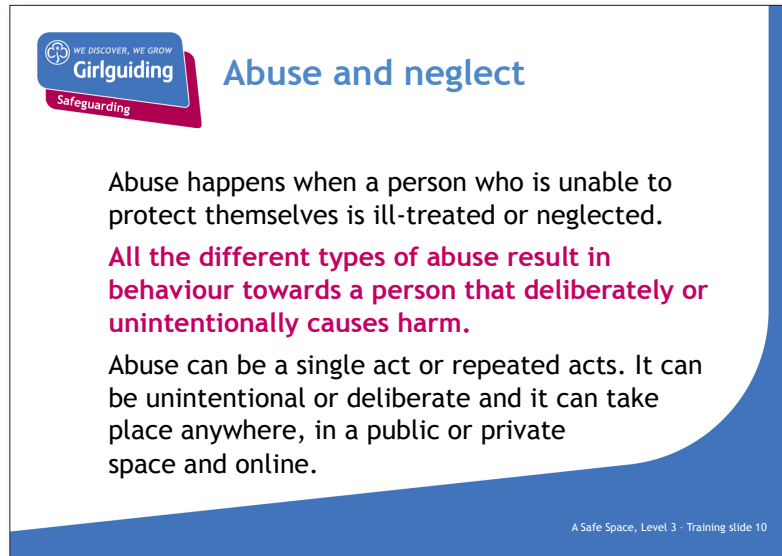
Change reference to 'use a qualified instructor' to 'use an instructor who is recognised within the country you are operating in'.

Page 24

Remove bullet 4. Change bullet point 6 from 'if you get into trouble online' to 'if you get into trouble online please email safeguarding@girlguiding.org.uk and we will investigate on your behalf'.

There is a typo under the sub heading, Data Protection, in the NB section. It should read Country not county.

Adaption notes on session presentation slides



WE DISCOVER, WE GROW
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Abuse and neglect

Abuse happens when a person who is unable to protect themselves is ill-treated or neglected.

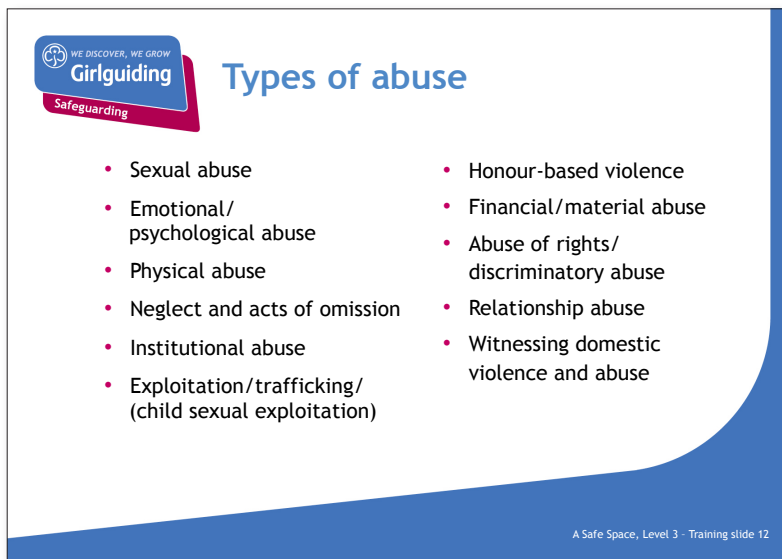
All the different types of abuse result in behaviour towards a person that deliberately or unintentionally causes harm.

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.

A Safe Space, Level 3 - Training slide 10

Slides 10 and 12

Explain that each country defines abuse and harm differently: although no culture advocates these there are many different levels of tolerance.



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Types of abuse

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

A Safe Space, Level 3 - Training slide 12



Signs and indicators of abuse

- 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

A Safe Space, Level 3 - Training slide 15

Slide 15

Choose your examples on this slide carefully in line with the context in which you are delivering the training.



Why don't people tell?

- No-one to turn to
- Feel they will not be believed
- Don't want to believe it's true
- Don't realise it's abuse
- Lack of trust
- Scared of the consequences
- Outside of understanding
- Past experiences
- Lack communication skills
- Gender
- Culture
- Feeling of complicity/guilt
- Don't know how to report
- How do you start a disclosure?

A Safe Space, Level 3 - Training slide 37

Slide 37

Check local guidance on why people don't tell and edit slide accordingly.



Barriers to taking action

- Fears they may be wrong
- Make it worse for child or vulnerable adult
- Fear split up family
- Worried about repercussions for the accused
- Fears of repercussions for themselves
- Fears for the community
- Guilt or shame
- Unsure what would happen next
- Believe it's not a safeguarding concern
- Not knowing how to report concerns

A Safe Space, Level 3 - Training slide 40

Slides 40 and 42

Check local guidance especially on the example around the concern of families being split.



Reducing the barriers

- 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.

A Safe Space, Level 3 - Training slide 42



Initial assessment and primary actions

Reporting an allegation, concern or disclosure

Is there an emergency? Is there an immediate risk of significant harm?

Yes Inform the chief commissioner

No Contact your chief commissioner or the Safeguarding team


Then Complete a written report and email to: safeguarding@girlguiding.org.uk

Then The Safeguarding team will record and manage all allegations, concerns and disclosures.

A Safe Space, Level 3 - Training slide 48

Slide 48

This is an updated slide to reflect the BGO/branches reporting process.



Passing the concern to the commissioner who is your safeguarding lead

All concerns should go first to the chief commissioner and safeguarding lead volunteer.

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.

A Safe Space, Level 3 - Training slide 54

Slide 54

This slide has been edited. All concerns should go first to the chief commissioner and safeguarding lead volunteer.



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.

Conflicts with our own beliefs, values and opinions 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.

A Safe Space, Level 3 - Training slide 61

Slide 61

This will need to be carefully introduced: there are amended notes in the guidance but be careful to ensure that you acknowledge different cultures, opinions, views and beliefs.



Where to get more information

- [Lucy Faithfull Foundation](#)
- [Samaritans](#)
- [Rape Crisis](#)
- [NAPAC](#)
- Health Assured
(Girlguiding's Employee Assistance Programme)
to access, email safeguarding@girlguiding.org.uk
- [Victim Support - \(Scotland\)](#)
- [Refuge - \(UK\)](#)
- [Childline](#)
- [NSPCC](#)

A Safe Space, Level 3 - Training slide 65

Slide 65

All links are working and can be accessed from outside of UK. If you have any difficulties, please contact safeguarding@girlguiding.org.uk.



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