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| **Course:** Foundation Safeguarding & CP | **Unit:** 1 of 1 | | **No of Students:** 30 |
| **Date:** | **Time:** 09.30am – 4.30pm | | **Trainer:** |
| **Course Aim:** Increase participants overall understanding of safeguarding and child protection in relation to your setting | | | |
| **Course Objectives**  By the end of the day participants will be able to:   1. Identify the legislation and guidance that applies to safeguarding and child protection in own setting. 2. Describe own role in keeping children safe in their setting 3. Demonstrate knowledge of the signs and symptoms of different types of child abuse 4. Demonstrate understanding of how and why we work with other agencies to safeguard children 5. Explain what to do if you have safeguarding concerns about a child, a colleague, or practices within an organisation | | **Differentiated Session Objectives**  Varied activities to allow all learning styles to participate  Relevant information provided in booklet  Discovery learning utilised to encourage group knowledge to be shared  Depth of knowledge expected is adjusted according to role and experience of participants | |
| **Resources:** Practitioner Booklet, Powerpoint Presentation, Flipchart paper, Flipchart pens, Scenario handouts, internet connection or download video prior to session. Projector, screen and speakers. | |  | |
| **Additional Information about participants:** | | | |

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| **Time** | **Objs** | **Topics** | **Outline** | **Comments** | **Resources** |
| 09.30 – 09.50am |  | Welcome  Group Agreement  Aims & Objectives for Course | Introductions  Hopes for the session  What we are doing today | Introduce trainers/each other as appropriate  Identify hopes for the day & encourage completion of the learning log throughout session | Powerpoint slides 1 - 4  Post it’s/pg1 of booklet |
| 09.50 – 10.15am | 1, 2, 4 | Statutory CP Info & Local Processes | Tutor input about BSCB, basic CP legislation  Why we do this training  Explain Working Together document.  Activity – safeguarding/cp | Use BSCB into to link to role of setting within wider working together, and role of inter agency working in Safeguarding/CP  Use SCR’s to highlight working together, learning, and impact  Use activity to highlight own role and responsibilities, duties and difference in response to safeguarding/cp | Powerpoint slides 5 - 10  Flipchart paper & pens |
| 10.15 – 10.55am | 2, 3, 4, 5 | Signs & Symptoms of Abuse | Values & Attitudes Activity  Tutor input re: categories of abuse, different types  Activity re: signs and symptoms  Activity re: safeguarding or cp? Role and what to do  Reference to support | Values impact on decisions about what to report  Set scene for signs and symptoms by discussing categories of abuse, cover contextual safeguarding.  Use activities to ensure discussion of contextual safeguarding, peer on peer, and DVA and learning from SCR’s  When covering support, include any setting specific support docs | Powerpoint slides 11-14  Flipchart paper with 4 squares Flipchart pens  Safeguarding Scenarios |
| 10.55 – 11.15am | **Break** | | | | |
| **Time** | **Objs** | **Topics** | **Outline** | **Comments** | **Resources** |
| 11.15 – 11.40am | 1, 3, 4 | Signs & Symptoms of Abuse  Local Processes | Video – Adam’s story with guided discussion (can use alternative video – Jay)  Tutor input re: Bristol process  Summary of Role when safeguarding children | Issue health warning for video – lasts 5 mins if people want to step out. Use video to generate discussion around why children don’t disclose, complexities of CP and why agencies work together.  Local process – link to scenarios/video to illustrate each level, highlight working together.  Use role summary to highlight any key areas specific to group. | PowerPoint slides 16-19  Trainer notes |
| 11.40am – 12.00pm | 1, 2, 5 | Managing Disclosure  Setting specific info. | Activity – do’s & don’ts  Amend slide for setting info | Set task (if time) in groups for how to manage disclosure – use example from video for them to base it on (or scenario that applies to their setting)  Cover relevant points during feedback  Ensure setting info is available and up to date and link to previous learning. | Powerpoint slides 20, 21  Flipchart Paper & Pens |
| 12.00 = 12.20pm | 5 | Safe working practice  Concerns about colleagues/organisations | Activity – safe practice situations  Rogues gallery – with tutor input  Whistleblowing/raising concerns | Safe practice activity - whole room to demonstrate settings conduct.  Rogues gallery to highlight that anybody can be an offender, can’t make assumptions follow the process  Whistleblowing vs Upholding Professional Standards – honest discussion about whistleblowing implications, confirm location of setting policy, refer to NSPCC hotline. Inform of duty but link to safety of child. | Powerpoint slides 22 – 24  Laminated  photo’s (optional) |
| **Time** | **Objs** | **Topics** | **Outline** | **Comments** | **Resources** |
| 12.20 – 12.30pm |  | Safeguarding doesn’t have to be scary  Close/feedback/thank you | Video – pantosaurus (or cup of tea)  Feedback forms  Safeguarding info activity | Safeguarding info activity – answer any questions they now know answers to – the rest they need to find out ASAP.  Close, thank you, cover feedback/evaluation process  Remind group that safeguarding and talking about abuse does not have to be difficult – play video to illustrate. | PowerPoint slide 25  Pantosaurus video |

Videos

Adam’s story: <https://youtu.be/pLaHfZgSOYY>

PANTosaurus: <https://youtu.be/-lL07JOGU5o>

Cup of tea: <https://youtu.be/fGoWLWS4-kU>

Jay (losing control):  <https://youtu.be/XasNkfQ5AVM>