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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 participateRelevant information provided in bookletDiscovery learning utilised to encourage group knowledge to be sharedDepth 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 |  | WelcomeGroup AgreementAims & Objectives for Course | IntroductionsHopes for the sessionWhat we are doing today | Introduce trainers/each other as appropriateIdentify hopes for the day & encourage completion of the learning log throughout session | Powerpoint slides 1 - 4Post it’s/pg1 of booklet |
| 09.50 – 10.15am | 1, 2, 4 | Statutory CP Info & Local Processes | Tutor input about BSCB, basic CP legislationWhy we do this trainingExplain 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/CPUse SCR’s to highlight working together, learning, and impactUse activity to highlight own role and responsibilities, duties and difference in response to safeguarding/cp | Powerpoint slides 5 - 10Flipchart paper & pens |
| 10.15 – 10.55am | 2, 3, 4, 5 | Signs & Symptoms of Abuse | Values & Attitudes ActivityTutor input re: categories of abuse, different typesActivity re: signs and symptomsActivity re: safeguarding or cp? Role and what to doReference to support | Values impact on decisions about what to reportSet 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’sWhen covering support, include any setting specific support docs | Powerpoint slides 11-14Flipchart paper with 4 squares Flipchart pensSafeguarding Scenarios |
| 10.55 – 11.15am | **Break** |
| **Time** | **Objs** | **Topics** | **Outline** | **Comments** | **Resources** |
| 11.15 – 11.40am | 1, 3, 4 | Signs & Symptoms of AbuseLocal Processes | Video – Adam’s story with guided discussion (can use alternative video – Jay)Tutor input re: Bristol processSummary 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 16-19Trainer notes |
| 11.40am – 12.00pm | 1, 2, 5 | Managing DisclosureSetting specific info. | Activity – do’s & don’tsAmend 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 feedbackEnsure setting info is available and up to date and link to previous learning. | Powerpoint slides 20, 21Flipchart Paper & Pens |
| 12.00 = 12.20pm | 5 | Safe working practiceConcerns about colleagues/organisations | Activity – safe practice situationsRogues gallery – with tutor inputWhistleblowing/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 processWhistleblowing 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 – 24Laminated photo’s (optional) |
| **Time** | **Objs** | **Topics** | **Outline** | **Comments** | **Resources** |
| 12.20 – 12.30pm |  | Safeguarding doesn’t have to be scaryClose/feedback/thank you | Video – pantosaurus (or cup of tea)Feedback formsSafeguarding 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 processRemind group that safeguarding and talking about abuse does not have to be difficult – play video to illustrate. | PowerPoint slide 25Pantosaurus 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>