

## Safeguarding Training



There are a number of ways volunteers and staff can access safeguarding training, including:

- Completing the online [Staying Safe](#) module
- Watching the '[Learn to Lead](#)' film on Safeguarding
- Watching the '[Learn to Lead](#)' film on health and safety
- Attending an Introduction to Safeguarding workshop
- Attending training provided by your local Council for Voluntary Services or your Local Safeguarding Children Board

Below you will find the session plan for Woodcraft Folk's 'An Introduction to Safeguarding', which can be delivered by any experienced volunteer.

### ***Session aims:***

- To clarify what is meant by 'safeguarding' and 'child protection'
- To ensure all Woodcraft Folk members are aware of the principles of the Woodcraft Folk Safeguarding Policy
- To support all Woodcraft Folk members to explore how practice supports safeguarding of children and young people at group nights, on camp and other Woodcraft Folk events
- To inform all Woodcraft Folk members how they should raise concerns or safeguarding worries
- To signpost all Woodcraft Folk members to sources of further information, training and support

<b><i>Time (mins)</i></b>	<b><i>Activity</i></b>	<b><i>Equipment</i></b>
9:30am	<b>Introduction</b> <ul style="list-style-type: none"><li>• Introduce yourself and your role as District Safeguarding Officer</li><li>• Introduce session aims &amp; format (informal and largely group work)</li></ul>	
9:35am	<b>Safeguarding</b> <ul style="list-style-type: none"><li>• Share with the group the agreed sector/legislative safeguarding definition</li><li>• Share with the group the agreed sector/legislative child protection definition</li></ul>	Flipchart, paper & pens or chalk/white board Agreed definitions of 'safeguarding' and 'child protection'
9:40am	<b>How does Woodcraft Folk safeguard children and young people?</b> <ul style="list-style-type: none"><li>• In small groups of 3 or 4 members, take 10 minutes to list "what Woodcraft Folk already does the safeguard children and young people?" Responses might include:</li></ul>	Safeguarding Policy hand-out Paper and pen to record discussion

	<ol style="list-style-type: none"> <li>1. Member screening e.g. CRB checks, references and Independent Safeguarding Authority registration</li> <li>2. Collection of health and consent forms from all children, young people and helpers</li> <li>3. Appropriate Volunteer: Children ratios</li> <li>4. Programme planning</li> <li>5. Safeguarding training</li> <li>6. Competent &amp; experienced members</li> <li>7. Risk assessments</li> <li>8. Avoid 121 contact</li> <li>9. Keep parents informed</li> <li>10. Actively engage children and young people</li> <li>11. Safeguarding Policy &amp; Procedure documents</li> <li>12. Whistle-blowing policy</li> </ol> <ul style="list-style-type: none"> <li>• Small groups to feedback</li> </ul>	
10am	<p><b>Scenarios</b></p> <ul style="list-style-type: none"> <li>• In small groups of 3 or 4 ask members to take 10 minutes to consider one of the presented scenarios.             <ol style="list-style-type: none"> <li>1. What are the issues?</li> <li>2. How should they respond?</li> <li>3. What could be done to reduce risk of harm?</li> </ol> </li> <li>• Feedback</li> </ul>	<p>Scenarios</p> <p>Paper and pen to record discussion</p>
10:40am	<p><b>Reporting concerns</b></p> <ul style="list-style-type: none"> <li>• Present to the whole group the process for reporting concerns e.g. Group Leader, District Safeguarding Officer, national Lead Safeguarding Officer</li> <li>• Make all members aware of the Incident &amp; Disclosure form, designed to assist record keeping and in making a formal referral to a Local Safeguarding Children Board or Child Protection team</li> <li>• Make all members aware of the Woodcraft Folk Whistle-blowing policy, designed to support those wishing to raise concerns of internal practice</li> </ul>	<p>'Making a referral' hand-out, with the addition of your contact details</p>
10:50am	<p><b>What is abuse?</b></p> <ul style="list-style-type: none"> <li>• Present to the whole group that there are 4 kinds of abuse:             <ol style="list-style-type: none"> <li>1. Emotional</li> <li>2. Physical</li> <li>3. Neglect</li> </ol> </li> </ul>	<p>"What is abuse?" hand-out</p>

	4. Sexual <ul style="list-style-type: none"> <li>• Circulate "What is abuse?" hand-out</li> <li>• Explain to the group that this information is shared in response to requests from the membership, but is not the focus of this training, which is as an 'Introduction to Safeguarding'</li> </ul>	
10:55am	<b>Sources of support</b> <ul style="list-style-type: none"> <li>• District Safeguarding Officer</li> <li>• WcF lead Safeguarding Officer (Debs McCahon)</li> <li>• Local Safeguarding Children Board</li> </ul>	Sources of support hand-out
11am	<b>Close</b>	

## Definitions

**Safeguarding** is the broader preventative and precautionary approach to planning and procedures that need to be in place to protect children and young people from any potential harm or damage. It is more than child protection, although child protection is one important aspect of safeguarding.

**Safeguarding** involves keeping children and young people safe from a much wider range of potential harm and looks at preventative action, not just reaction.

**Child protection** involves recognising signs of physical, sexual or emotional abuse or neglect and acting on it.