

Lesson plan and presenter information





Timing	Intentionality	Content and activity	Resources and workbook references
10 mins	<p>Introductions, overview of the day and expectations, and learning outcomes.</p>	<p>Housekeeping, expectations for respect, confidentiality, participation, comfort, safety, caretaking and timekeeping.</p> <p>Clear information about how to deal with disclosure or concerns raised through increased awareness.</p> <p>Group contract would be a good tool here to reinforce confidentiality, boundaries and so on.</p> <p>Registration and awarding organisation induction will need to be included at this point if the workbook and accreditation is being used.</p> <p>Learning outcomes / context / information about the All Wales Induction Framework for Health and Social Care, and Level 2 Award for Social Care Induction Wales (Induction to Safeguarding in Social Care in Wales unit). Learning outcomes based on the AWIF unit. Highlight the implementation of the Social Services and Well-being (Wales) Act 2014.</p>	<p>AWIF workbooks, QALL assessment books. Local guidance for facilitators, information for further referral or support.</p>
20 mins	<p>Warm up / icebreaker.</p> <p>Activity 1 – Principles in safeguarding – thinking about own principles and values.</p> <p>Covers – Justifying own point of view, listening and negotiating with others.</p>	<p>Words on cards set on tables. Ask participants to rank as a group; all to negotiate and agree from most important to least important in safeguarding from their perspective and setting.</p> <p>Facilitator to draw together the principles most and least highly rated and make the link to this, also how these can be part of how people behave and respond in this session.</p> <p>Links to the Social Services and Well-being (Wales) 2014 Act and the Code of Professional Practice for Social Care can be made here. Other 'in-house' or relevant codes can be used. This is used as an icebreaker so get people to introduce themselves during the group work.</p>	<p>Word cards. With blank cards for context of setting if appropriate.</p> <p>Code of Professional Practice for Social Care via PowerPoint slide.</p>

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30 mins	<p>Activity 2 – Short scenarios about what is acceptable.</p> <p>Covers – Building on exploration of own experiences and values, and accommodating other people’s views.</p> <p>Thresholds of risk are highlighted and ideas of ‘at risk’ explored.</p>	<p>Each participant is given a yes and no card. Five to 10 statements are read by the facilitator appropriate for the learner group from the short scenarios resource list and individually people raise either yes or no to the question ‘is this acceptable?’ or ‘is this child/adult ‘at risk’?</p> <p>This is to encourage debate and awareness of own and others’ opinions and beliefs in these judgements. Some key issues are highlighted in the scenarios.</p> <p>There will need to be guidance for some participants. The theme of safeguarding and suspicions, which may not be as clear as ‘abuse/neglect/harm’ or protection should be drawn out.</p> <p>Debate is to be encouraged and answers will be subjective but participants should be able to explain their thinking / reasons.</p>	Short scenarios and yes / no cards.
30 mins	<p>Activity 3 – Agreeing definitions of safeguarding and ‘at risk’.</p> <p>Covers – Thinking about own concepts and the different perceptions of others. Negotiating and accepting differences.</p> <p>Highlights changes as a result of the Social Services and Well-being (Wales) Act 2014.</p>	<p>Explain that they are to produce a definition in one or two sentences for each of these terms individually then share as a group and provide one agreed definition in feedback. Pull out the differences between the two terms, the positive actions in practice that lead to safeguarding and the essential features.</p> <p>Draw out the positive responsibilities and intent to create safe practice and services to safeguard. Safeguarding is wider than the essential focus on those most at risk and of protection from abuse, neglect and harm.</p> <p>Input on the Social Services and Well-being (Wales) Act 2014 overarching themes and duties (taken from the Social Care Wales Information and Learning Hub). Well-being concept introduced and the relationship between well-being and ‘at risk’/welfare can be explored through group discussion e.g. ask the group for ideas about the differences. Welfare or risks are part of well-being but this is wider and more individual. Well-being focus should not stop people from thinking about risks and acting to safeguard.</p>	PowerPoint slides about safeguarding, well-being and the definitions of ‘adult at risk’ and ‘child at risk’ in the Social Service and Well-being (Wales) Act 2014.



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30 mins	<p>Activity 3 - continued</p>	<p>New duties identified. Definitions from the Social Services and Well-being (Wales) Act 2014 of 'adult at risk' and 'child at risk' are shared via PowerPoint.</p> <p>The Social Services and Well-being (Wales) Act 2014 glossary defines safeguarding as: "Where it appears that the needs of the individual are such that there is a duty on the local authority to exercise its function in order to protect and safeguard the person from abuse or neglect or the risk of abuse or neglect (and in the case of a child: harm or the risk of harm) the local authority must act on this information immediately and without delay. Local authorities must determine whether the needs of the individual require the exercise of any function it has under Part 7 (Care and Supervision) or Part 5 (Protection of Children) of the Children Act 1989 or under this Act, and if this is the case, the local authority should act on this immediately and without delay.</p>	<p>A definition of safeguarding could be written in their workbook, section 1, question 1, on an individual basis.</p>
30 mins	<p>Activity 4 – At risk and vulnerability factors.</p> <p>Covers – Exploring different views and experiences, checking own concepts, understanding we may all be at risk and vulnerable at times.</p>	<p>Group/ pairs/ whole group discussion. List of factors shown on PowerPoint.</p> <p>From the list of at risk and vulnerability factors, which of these could apply to you in the past, now or in the future?</p> <p>Thinking about what makes us at risk and vulnerable, challenge the idea that only some people are at risk or vulnerable. Look at the most common factors. Ask why, and if appropriate, complete the workbook, section 2, question 2.</p> <p>Activity could be focused differently if all participants are only involved in children and young people or adults. A pictorial activity could be used to show creativity e.g. drawing a 'river of life' with key times of vulnerability or risk identified.</p>	<p>Pre-prepared list of at risk and vulnerability factors on PowerPoint for discussion.</p> <p>If appropriate complete the workbook, section 2, question 2.</p>

Timing	Intentionality	Content and activity	Resources and workbook references
60 mins	<p>Activity 5 - Overview of categories, signs and symptoms.</p> <p>Challenge to ideas as to who abuses, when and where.</p> <p>Increasing familiarity with Wales policy and procedures, and the Social Services and Well-being (Wales) Act 2014.</p>	<p>Category definitions for the Social Services and Well-being (Wales) Act 2014 – read through on PowerPoint slides. Responsibilities under the Serious Crime Act 2015 to be highlighted.</p> <p>Each group has one category of abuse, plus one has neglect (make sure all categories are covered). Group to identify indicators on the form provided, flipchart or in their workbooks, section 2.1, to feedback to main group.</p> <p>Any gaps, wider group asked first then facilitator highlights / fills in. It is important to gain the group’s understanding about the overlap between ‘categories’, and how it is most likely someone would experience and be registered under multiple types of abuse and neglect.</p> <p>Back to the groups to identify where might the abuse/neglect/ harm occur and who might abuse in this category?</p> <p>Again feedback to the whole group looking at the range and any gaps filled in by facilitator</p> <p>Important to ensure consideration is given to institutional and organised abuse, domestic violence, forced marriage, hate crime, mate crime, female genital mutilation (FGM), sexual exploitation, modern slavery.</p> <p>Slides are left blank for local/ national facts and figures as these will need to be sourced e.g. the Welsh Government</p> <p>gov.wales/docs/statistics/2014/141125-local-authority-child-protection-registers-2014-en.pdf</p> <p>gov.wales/docs/statistics/2015/150217-protection-vulnerable-adults-2013-14-en.pdf</p> <p>or the NSPCC</p> <p>www.nspcc.org.uk/services-and-resources/research-and-resources/statistics/ (not Wales specific)</p> <p>www.nspcc.org.uk/preventing-abuse/child-protection-system/wales/statistics/</p>	<p>PowerPoint slides with summary of key categories of abuse.</p> <p>Form for all participants to record signs and symptoms (or use workbooks, section 2, question 1) or flipchart</p> <p>Local / national facts and figures to be used if required.</p>



Timing	Intentionality	Content and activity	Resources and workbook references
20 mins	<p>Activity 6 - Barriers to identification or sharing of abuse allegations and suspicions.</p> <p>Power and authority; issues in institutional and individual safeguarding.</p>	<p>In groups, discuss ‘why do you think abuse or neglect is not identified and shared ’ by one of the following: adults who are vulnerable; children and young people; family and friends; staff / volunteers. Ideas recorded and shared.</p> <p>Facilitator to ensure coverage via the handout on barriers.</p> <p>Or if preferred, facilitate a whole group discussion encouraging contributions.</p> <p>Flow chart showing the safeguarding ‘journey’ introduced and used to guide learners through the process and activities The slide shows how important each person’s role and participation is in the process.</p>	<p>Handout with input on barriers.</p> <p>Links to Workbook, section 3.5.</p> <p>Flow chart showing the safeguarding ‘journey’ could be a handout to reflect on the contribution and role of individuals.</p>
30 mins	<p>Activity 7 - Consideration of preventative and safeguarding factors in practice reviews of real cases.</p>	<p>One real case study given to groups or a different example given to each group (appropriate to the learner group) to include key enquiries, such as Winterbourne View Hospital, Vanessa George, Bichard Enquiry, Steven Hoskin, and Victoria Climbié, Rochdale, Daniel Pelka, Kenau Williams, Operation Jasmine, Child M and Child DS.</p> <p>These should challenge assumptions about who may be an abuser, where abuse might take place and who may be abused. Participants to read case summaries and asked what they think were key factors that would have made a difference to prevent and to stop the harm and abuse.</p> <p>Safeguarding, good practice, interagency working and safe services issues to be highlighted. Flow chart of safeguarding journey to be referenced. Group asked to outline the case study / studies they had and share their thoughts. Contributions from the rest of the group are sought. Some people may find the reports upsetting particularly Baby P. DVDs can be used here if available and local real case studies / reviews. New issues may be important to highlight through local practice reviews.</p>	<p>Real case studies/practice reviews in summary form.</p> <p>Flow chart showing the safeguarding ‘journey’.</p> <p>Handout / information about child sexual exploitation available in pack.</p>

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30 mins	<p>Activity 8 - Responding to allegations and suspicions</p> <p>Listening and responding to the person and to organisations.</p> <p>Includes confidentiality, the written records and preserving evidence.</p>	<p>Groups or pairs to create a list – half the groups representing key things ‘to do’ and other group’s key things ‘not to do’ if someone they are working with or supporting begins to show or talk about harm, neglect or abuse.</p> <p>‘To do’ group pairs with ‘not to do’ group, which allows them to learn what they have found out in sharing and developing their list then change round. If time is short, feedback can be to the whole group.</p> <p>Facilitator to check what is being covered or missed or this could be backed up with the pre-prepared handout. People could be encouraged to get up and move around to other groups comparing their lists and sharing. Highlight their responsibility in relation to preservation of evidence. Participants should be encouraged to include confidentiality, choice and participation issues in particular.</p>	<p>Do’s and don’ts handouts.</p> <p>Slide prepared for local expectations and procedures.</p> <p>Flow chart showing the safeguarding ‘journey’.</p>
30 mins	<p>Activity 9 - Recording allegations and suspicions.</p>	<p>Example of poor recording of a safeguarding issue given to individuals and in pairs they critique what has been written and how it could be improved. Read better version of the record.</p> <p>One key point per pair is taken as a ‘good practice’ guide on the flipchart and then a good record is given in a handout for comparison and modeling. Handout of ‘top tips’ for good recording is given.</p>	<p>Examples of poor recording and better recording of a safeguarding issue clearly marked as fictitious for training only versions for children and young people and adults’ issues.</p> <p>Handout of ‘top tips’ for good recording Section 3.2 in the workbook could be completed.</p>



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20 mins	<p>Your role and responsibilities to include the roles of different agencies in safeguarding with reference to the Wales policy, the statutory guidance of Social Services and Well-being (Wales) Act 2014, and key legislation for children and adults.</p> <p>Embedded in examples to build confidence and familiarity with action to take.</p>	<p>Why do you need to know the procedures around safeguarding? Posed as a question to the whole group. Need to gain everyone's acknowledgment that they do need to know and they have responsibilities as an 'alerter' and in some agencies the duty to report from the Social Services and Well-being (Wales) Act 2014.</p> <p>Input on PowerPoint about background legislation, policies and statutory guidance (with more detail in handouts for children and young people and adults). Remind group they have a responsibility to alert and inform, and 'whistleblowing', even if it is a colleague or manager. Social Care Wales's Code of Professional Practice for Social Care can be highlighted.</p> <p>What role do you play? Use slide about safeguarding and protection responsibilities and approaches to summarise and facilitate discussion.</p>	<p>PowerPoint slides with input about key legislation and Wales policies. Essential steps handouts about key legislation, and Wales policies hand outs for children and young people and adults.</p> <p>Section 1.2 and 1.3 of the workbook can be completed on an individual basis.</p> <p>Flow chart showing the safeguarding 'journey'.</p>
10 mins	<p>Activity 10 Whistleblowing – knowing what to do with on-going suspicions about harm, abuse and neglect.</p>	<p>What actions could you take if you had on-going suspicions about harm, abuse and neglect?</p> <p>Discussion chaired by facilitator. Thinking by participants. Slides of 'do's' and 'don'ts' can be used to confirm and reassure participants. Do's and don'ts taken from the Older People's Commissioner for Wales webpage.</p> <p>Reference to the Public Interest Disclosure Act 1998 (introduced to protect employees who are worried about wrong doing where they work and want to 'blow the whistle'. The Act applies to most employees and includes those employed on a temporary basis or through an agency. An employee who is victimised or discriminated against in any way because they have 'blown the whistle' (known as making a 'protected disclosure') can take their employer to an employment tribunal).</p>	<p>In-house whistleblowing procedure if appropriate for the setting/organisation</p> <p>Use the flow chart showing the safeguarding 'journey'.</p> <p>Thinking by participants can be recorded in the workbook Section 3.4.</p>

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20 mins	Activity 11a – Reporting suspicions and allegations to ensure understanding of own role and actions required.	<p>This activity should be used for learners who can reflect or learn about their current job/role</p> <p>Pose the question – What should you do if you have reasonable cause to suspect that an adult or child is at risk of or being abused, neglected or harmed? Who would you report this to? Local flow charts or procedures / requirements should be used.</p>	<p>Local ‘flow charts’ of reporting.</p> <p>Range of scenarios for debate.</p> <p>Flow chart showing the safeguarding ‘journey’</p> <p>This can be recorded in the workbook Section 3.1, 3.3.</p>
Optional 20 mins	Activity 11b – Alternative / optional scenarios to ensure understanding of own role and the actions required.	<p>This is an alternative activity to use if learners have not had experience of practice to draw on. ‘What if’ exercise using a range of scenarios for debate. Scenarios to fit learner group and can be used in the workbook / assessment section 2.1, 2.2, section 3.1, 3.2, 3.3, 3.6. Aim to draw out appropriate suspicions of abuse and neglect, and actions. Can be in pairs, groups or whole group.</p> <p>Get participants to think about how to respond, what is expected of them and what should be passed on and why. Link to a duty to report and the flow chart showing the safeguarding ‘journey’.</p> <p>Minimum of two examples to be used.</p> <p>Questions posed:</p> <p>Consider the scenarios and decide:</p> <ul style="list-style-type: none"> ● Is there reasonable cause to suspect this is an adult or child at risk? ● What do you need to do? ● What would you record? 	<p>Range of scenarios for debate (11b).</p> <p>Flow chart showing the safeguarding ‘journey’</p> <p>Can be used in the workbook / assessment Section 2.1, 2.2, Section 3.1, 3.2, 3.3, 3.6.</p>



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10 mins	Action plan – Reducing the risks.	Each individual is asked to record one thing they have learned and are more aware of now and one thing they intend to do to promote safeguarding in their role and setting. Sheets are available or could be Post-its or could complete the workbook reflection exercise, page 16 (here it is three things). Identification of further learning needs or changes linked to the Codes of Professional Practice for Social Care and the Social Services and Well-being (Wales) Act 2014 should be highlighted.	Action plan for each participant to take away. Could complete the workbook reflection exercise, page 16 (here it is three things).
5 mins	Review / evaluation.	Group has a review of the learning outcomes for the day and the key messages about their responsibilities as 'alerter' and / or duty to report with reassurance and clear message about how to access further support and information. Evaluation / feedback forms are filled in and records of attendance given (could be in exchange for completed evaluation forms).	Slide on essential steps evaluation / feedback forms and record of achievement.
5 mins	Final information.	Information available about assessment, AWIF mapping and workbook completion, support and advice for allegations/suspensions or other issues raised by the training. Learners may want to know more about the All Wales Induction Framework for Health and Social Care and qualifications. Additional sources of information and extension learning for safeguarding handout can be given. Refer to the Social Care Wales Information and Learning Hub socialcare.wales/resources/information-and-learning-hub	Action plan for each participant to take away. Extension safeguarding resources and information handout.
	6 hours total	Lunch and breaks to be added.	