

# Child Protection and Safety Issues Parts 1 and 2

There are two parts to this Module, each part lasts 90 minutes. They can be run together, with appropriate breaks or on separate occasions.

**Part 1** deals with how to plan BB activities safely, and the importance of the Code of Practice.

**Part 2** deals with safe practice with regard to social networking and on-line technology, and with the understanding of child abuse.

## Objective

To enable participants to protect young people and themselves, by raising awareness of Child Protection issues and ensuring that activities are organised safely.

## Learning outcomes

### Part 1

**At the end of this session participants will be able to:**

- Identify a range of common scenarios that are common in BB work and have implications for safety and child protection
- Understand the importance of policy and procedures for safety and child protection
- Understand how to ensure a safe environment for BB activities
- Conduct risk assessments for a range of BB activities

### Part 2

**At the end of this session participants will be able to:**

- Understand the importance of professional boundaries in Youth and Children's work
- Be aware of the definitions of child abuse
- Be aware of how Leaders might become aware of concerns about abuse, and what to do about their concerns.

## Resources

### Part 1

Mars Bars (or similar as quiz prizes)  
Flip chart/laptop/projector/screen  
BB Code of Good Practice cards  
BB publication: "Safeguarding Policy and Procedures"  
(Enough for each participant to take one)  
Activity Risk Assessment forms.

**Slide 1:** "Learning Outcomes" Part 1  
**Slide 2:** "Guiding principle for Safety in the Company"  
**Slide 3:** "Typical BB activities"  
NACYP Video: "Working With Young People"  
**Handout 1:** "Child Protection and Safety Scenarios"

### Part 2

Flipchart/laptop/projector/screen

**Slide 4:** "Learning Outcomes" Part 2  
Youthlink Handout on Social Networking Sites  
PowerPoint presentation "Understanding Child Abuse"



## Part I

### Timing: One and a half hours

1. Show Slide 1: “Learning Outcomes Part I”
2. Exercise 1: Video: “Working with Young People” (50 minutes)

**Note to Trainers:** Although this video is a few years old now, it still provides a good basis for discussion. However, if you do not wish to use this video, you can just use the scenarios as case studies and get some discussion going in small groups. Check the Trainers’ area on the website where we post links to any new relevant videos that can be used in this module.

This exercise enables participants to identify the procedures to ensure that young people and leaders are protected when engaged in BB activities.

Explain the purpose of the exercise and while stressing the importance of working to procedures set down, emphasise that once these procedures are understood and adhered to, leaders do not have to feel intimidated by Child Protection issues. It is the purpose of the session to give participants confidence that they are clear about how to work properly and in a professional way.

- Introduce the video by saying that it shows a range of scenarios that could be common in BB work and that raise issues of child protection and safety. Ask that participants jot down brief notes and questions on the issues raised. Explain that there will be an opportunity to discuss the video afterwards.

3. Show video (10 minutes)

### Issue Handout 1: “Child Protection and Safety Scenarios”

#### Child Protection and Safety Scenarios

##### Case study 1: Incident in the changing room

- Behaviour of boys in dressing room
- Lack of supervision until **one** volunteer arrives
- Possible bullying
- Did the volunteer touch the boy in some way?
- What does your company do if young people use language like “bastard” and “pervert” to a volunteer?
- How do you proceed from an allegation?

##### Case study 2: Injury at a football game

- Did the injury result because young people are mucking about and not taking the game seriously?
- Is the foul a consequence of the volunteer’s failure to control overly aggressive play?
- Should a volunteer be left alone with a young person to administer First Aid?
- Are volunteers working together?

##### Case study 3: Mountain biking accident

- Dealing with an accident can be difficult. Does your company have procedures?
- Could the accident have been prevented?
- What about the level of supervision preceding the accident?
- What are the priorities for volunteers at the scene of an accident?
- How should parents be advised?
- What are the needs of the other (uninjured) young people?

##### Case study 4: Allegation of abuse

- What are the special requirements for residential activity?
- What about the numbers and genders of volunteers with access to dormitories?
- How do volunteers break up a fight?
- What do you think is the reality of false allegations of abuse?

Take feedback from the groups on their findings.

### Key Training Tip

The most valuable learning to be achieved from this session is the importance of forward planning, teamwork and just thinking about how to avoid mishaps. Child safety is paramount and we must be realistic about the incidence of child abuse in our society. However, the vast majority of volunteers in youth work are not abusers and we do not wish to put people off or make them feel paranoid about the risks. The key to a successful session is to strike the right balance by reassuring participants, but also stress the importance of following procedures.

### Key Learning Point

The trainer should emphasise that Child Protection procedures are primarily for the protection of children and young people, and, if adhered to also provide protection to leaders from false allegations of abuse or poor practice. However, it is extremely important for new officers to know that false allegations, although extremely damaging to individuals where they occur, are very rare. Police statistics show that false allegations of abuse represent about 2% of all allegations.

## Issue BB guidelines and cards on child protection procedures.

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Thank group and move to next exercise.

### Exercise 2: Safety and Risk Assessment (40 minutes)

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Introduce this exercise by saying that it is aimed at enabling participants to place safety at the centre of all BB activities by encouraging the use of risk assessments. Explain to the group that this session can only scratch the surface of the subject of safety, but that everyone will be issued with the BB publication "Safety Handbook" which they are expected to read.

#### Show Slide 2: "Guiding principle for Safety in the Company"

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##### Guiding Principle for Safety in the Company

It is the duty of the Company Captain to satisfy himself/herself that all individuals who are given any element of responsibility for children and young people are competent.

He/she must also be satisfied that in all activities due consideration is given to the safety of children, young people and staff

What this session will focus on is a method of accident prevention called risk assessment.

#### Show Slide 3: "Typical BB activities"

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##### Typical BB Activities

- Camping trip
- Football training
- Anchor Section Crafts
- Drama
- Indoor games
- Orienteering
- Gymnastics
- Seniors social night out
- Junior Section cooking
- Junior section visit
- Swimming trip

#### Issue "Activity Risk Assessment" forms

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Hand out the Activity Risk Assessment forms and ask participants, in groups of three to identify the possible hazards and precautions taken for as many of the activities as they can. They have 15 minutes. Alternatively, the trainer could allocate two or three to each group, so all activities are covered.

After 15 minutes ask them to stop and get feedback from each group in turn on several activities. (Make the feedback fairly quick, you will not need to do them all as some of the hazards are similar.)

It is important that they understand the concept of risk assessment and how important it is to build it in to their routines of programme and activity planning.

Again refer the group to the "Safety Handbook", which spells out the specific precautions for various activities.

Finally finish with a safety quiz, questions below, keeping them in their groups of three and awarding small prizes (Mars bars or something similar) to the winning team.

#### Safety Quiz

Questions (award one point for each correct answer)

1. The appropriate Regional Headquarters must always be notified at least 28 days in advance for any overnight camp or holiday. **True/False.**
2. What is the minimum age requirement for driving a minibus and under what conditions?
3. A Boy (under 14) travelling in a car is not wearing a seatbelt. Who is responsible?  
**a. the boy b. the officer c. the driver**
4. It is a regulation that when officers take young people away from their company, that a qualified first aider must be present at all times. **True/False.**
5. Give four examples of the information that should be recorded in the accident book after an incident.
6. When driving a car towing a trailer, what is the maximum weight allowed with a normal driving licence?  
**a. up to 500 Kg b. up to 750 Kg c. No limit**
7. How often should a safety audit be carried out on the premises that company customarily operates in?
8. What are the required staffing ratios for a BB company?  
**a. 1:5 b. 1:7 c. 1:8**

#### Answers

1. All camps and holidays must be advised using the appropriate form.
2. 21 years, not for hire or reward and D1 licence entitlement (with some exceptions) is required.
3. C, the driver
4. False. (It is strongly recommended that someone has a working knowledge of first aid)
5. Date, time, full name & address of person(s) involved, where the accident happened and a brief description of the accident, details of immediate treatment, notes on any later treatment/ doctor/hospital visit.
6. B, up to 750 Kg
7. Annually
8. None of these. There are no prescribed staffing ratios for any BB activity. The number of adults required will depend upon the age of the boys, the type and location of activity and the needs of the individual boys involved.

#### Hazard Spotting Exercise



## Quiz Alternative

As an alternative to the quiz, and if the venue allows for it, it is possible to construct a hazard spotting exercise. This is organised along the lines of a treasure hunt, where small teams compete to win the most points by answering the questions on a sheet, for example “where are the fire extinguishers and first aid box located?” Teams are also asked to identify deliberately placed potential hazards in a room along with any naturally occurring ones. NOTE: Care should be taken in making sure the hazards are not likely to present a real risk to participants, and the exercise should be properly supervised.

Whichever exercise is chosen, end the session by issuing each participant with the “Safety Handbook” and stress the importance of reading it, and making notes of any matters or questions they wish to raise with their company captain.

Recap on what you have covered in this training module and return to the learning outcomes that you displayed at the start. Ask if there are any further questions or comments.

**Thank the group and close the session.**

## Part 2

### Timing: One and a half hours

Show Slide 4: “Learning Outcomes Part 2”

#### Exercise 1: Social Networking and Online Technology. 45 minutes

**Welcome** the group and introduce the topic by referring to the outcomes. Say a bit about how online technology can be used in positive ways to promote BB and for young people to organise themselves. However, we need to be very clear about the **boundaries** between leaders and young people. This session is aimed at enabling leaders to feel confident about boundaries and to clarify BB guidance on social networking sites etc.

**Boundaries.** Say that being in rapport with young people means that a leader needs to understand his/her boundaries. Ask the group to define what we mean by boundaries, and write good definitions onto a flip chart. Examples of where boundaries are not clear or respected should also be discussed.

Ask why we have boundaries. We are looking for understanding of the following points:

- Young people may be vulnerable and boundaries help to protect them
- The youth work relationship is not the same as a normal reciprocal friendship
- Boundaries “contain” the youth work relationship to protect young people and leaders from getting into situations that are inappropriate and difficult to manage.

Think of some examples of behaviour that may breach boundaries and write onto the flip chart, eg:

- One-to-one social meetings in pubs/restaurants/leader’s home (any exceptions to this rule?)
- Swearing?
- Inappropriate jokes?
- Borrowing or lending money?

**Does the group think any of the above are ever justified?**

Also talk about confidentiality – what are the boundaries around having “secrets” with young people?

**Issue** the handout on social networking sites and explain that the document outlines good practice and although not a BB publication, was used in formulating our own advice to leaders which can be found in the Safeguarding Policy and Procedures Handbook and in the new “BB Safeguarding Policy and Procedures” handbook. (Note to Trainer: The group should have been issued with copies of this on Part 1, but have some copies handy, and tell them how to download this from the BB website.)

With regard to leaders **texting or emailing** young people – this should only be to communicate factual information regarding BB and ideally, any texts or emails sent to young people should also be sent to the parent/carer. Draw attention to the guidance that specifies that adults in positions of trust

(teachers, youth workers, ministers etc) should not be online with young people outside of the normal meeting times and place of BB.

Ask the group why they think that this policy is now accepted practice across schools and youth work organisations.

You are looking for feedback that recognises that online chat or messaging is unsupervised and that parents may not be aware that their children are chatting to adults on their computers. Explain that the BB has had many complaints from parents about this – the majority of the leaders who were chatting online had no bad intent – but have moved outside of the boundaries of their BB work and risked investigations and bad publicity.

Trainers – at this point you can give your own examples, if you have them, of how leaders have come “unstuck” by becoming involved in situations that are difficult to manage etc.

Alternatives are to have BB Company Facebook pages or twitter accounts where young people can join and discuss things amongst themselves. Even these should be monitored by leaders to ensure that no inappropriate activity (eg bullying) is taking place.

Ask the group members how many of them have discussed this topic with BB staff or with the Church. Get feedback on how the good practice guidance has been applied locally.

Allow any questions or discussion before recapping on the main points:

- Importance of boundaries
- Risks to young people of engaging in one-to-one online relationships
- Risks to leaders in getting into situations that are difficult to manage
- Good practice guidance and how to communicate locally.

**Thank the group and move on to Exercise 2**

#### Exercise 2: 45 minutes

**Trainers’ Note:**

Exercise 2 of Part 2 is a PowerPoint presentation called “Understanding Child Abuse”. Trainers should bear in mind that some group members may have personal experience of child abuse, and therefore certain understandings need to be in place:

No disclosures – inform your group that this is not a safe or appropriate environment in which to make any personal disclosures.

Permission to leave the room – inform the group members that they are free to leave the room at any time if they feel the need to do so.

Having said this, reassure people that we are focussing on child protection rather than the details of child abuse in this session

**Follow the guidance notes on the PowerPoint presentation, and allow time for questions and discussion as they arise.**

**Thank the group and close.**

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