

<u>Title</u>	Fear of the Unknown – addressing fears, myths, attitudes and values around child protection issues
<u>Brief Course Description</u>	<p>Gives participants the opportunity to discuss concerns and issues around child protection. It also enables participants to explore their attitudes and values about child protection.</p> <p>To share knowledge and information to participants on child protection issues, especially to expel the fears and myths around child protection. This course can be offered to learners at all levels.</p>
<u>Keywords</u>	
<u>Level of expertise</u>	<p>Training: <input type="checkbox"/> Beginner, <input checked="" type="checkbox"/> Intermediate, <input type="checkbox"/> Advanced</p> <p>Child protection: <input type="checkbox"/> Beginner, <input checked="" type="checkbox"/> Intermediate, <input type="checkbox"/> Advanced</p>
<p><u>Level of training</u></p> <p><u>Targets Awareness Raising</u></p> <p><u>Contributes to Foundation level</u></p> <p>What participants need to know already</p>	<p>All S1-1 and S1-2 (potential for further levels). This level of training enables the participant to validate the knowledge they already have. This will enable them to work with young people and give them the knowledge they need to recognise a disclosure and pass on information to the appropriate person.</p> <p>Gives S1-3 – S1-6 – gives the knowledge of how to work as a team, reporting procedures, recording and working in a social work context.</p> <p>S1 – 11 communication at all levels, taking responsibility, confidentiality, advocacy, assessing level of need and role around the scenario.</p> <p>Some idea of child protection issues, the seriousness of reporting procedures and where their role comes into the passing on of information.</p>

Overview & Objectives

The aim of this workshop is to dispel the fears of people who are relatively new to child protection issues, and those who feel it is a muddy area of legislation and uncomfortable procedures for themselves and the children and young people they work with. The beauty of this workshop is it can be used for introduction to CP issues or to update existing knowledge or beliefs.

Learning objectives

1. To allay any fears about child protection issues that may get in the way of acting and behaving responsibly.
2. By addressing their own beliefs and judgements, values, knowledge, attitudes and skills.
3. Learn how to begin to deal with and support a child or young person at risk or after making a disclosure.

Learning outcome

Follow local authority and National procedures and practices by modifying attitudes and beliefs, dispelling myths and celebrating the fact that diversity and differences are a valuable part of self development and development of child protection. The more people who have knowledge and awareness of Child protection issues, the more resources will be available to protect children from harm, and by working together people will be enabled enough to deal with disclosures in the best interest of the child and being an effective part of the reporting and supporting network.

Also by being skilled in advocacy as a part of the process, enabling empathy with the child and the family, and how to deal with disclosures effectively. If a child chooses a particular worker to make a disclosure (for those who are not familiar with the term, a disclosure is when a child decides to reveal information pertaining to any abuse they may be or have been experiencing).

This training will address at an introductory level how disclosures should be managed effectively, i.e. not questioning the child, not making promises that can't be kept etc.

Reflection and assessment on learning to enable the participant to feel confident and positive in their working practice.

Before the day

Audience Volunteer youth workers, detached youth workers, and any person working with young people in an extra curricular setting. (A detached youth worker is someone who is employed by Community Development to work on the streets to befriend young people and by encouraging them into youth clubs, youth cafés etc. To help alleviate street crime, vandalism, underage sex, drug-taking and child protection. They work mainly in the evenings and weekends.)

Length of activity 1 hour – 3 hours depending on group size

Group size Minimum: 3
Maximum: 20

**Approximate timing
(for group of 20)**

- Welcome and housekeeping – 10 mins
- Introductions and ice breaker – 10 mins
- Explanation of the exercise Q & A – 10 mins
- Exercise – 45 mins
- Feedback, analysis and discussion – 1 hour
- Debrief and evaluation – 45 mins

Materials Flow charts, post-it notes, postcards, exercise sheets, paper and pens, overhead projector, acetates and pens for presentations.

Preparation

- Participants need no preparation.
- Facilitator or trainer meet with each other for preparation meeting.
- Prepare exercise as an individual handout for each participant, and post-it notes or postcards depending on size of group.
- Prepare flip chart with sections and explanation for people to refer to whilst undertaking the exercise.
- Prepare room with tables and chairs if required.
- Refreshments.
- Check temperature and other health and safety aspects like trailing wires, equipment and lighting.

- Feedback and evaluation sheets.
- Contact numbers for various child protection agencies i.e. police and social work. To prepare the participants for their working practice.

Background

Context for this element of training activity

The 'Basic and Advanced Advocacy Training' is set around children's services and the voluntary sector. It is important that volunteers working with children have basic and foundation level child protection and advocacy awareness. This training is based around that context.

During the 5-week training course, the participants learn all aspects of advocacy, and all aspects of child protection. The depth of which depends on the level that the volunteers come in at. If this is entry level, they will have a pre-training week to raise awareness of issues around the ethos of child protection and how the document 'It's everyone's job to see I'm alright' has a bearing on their involvement.

The programme is developed and built upon week by week, therefore enabling participants to research and find out information during the week, or whilst they are doing their voluntary work. This creates a workplace practice arena, that could lead them on to doing further professional development and training such as SVQ's HNC's, and HND's.

This also creates an 'out-of-the-box' working partnership with other agencies. Out of the box working is to encourage professionals such as social workers and educationalists, to re-evaluate their traditional methods of thinking and safe working traditions, and by attempting to push the boundaries by doing something in a different way in an open and transparent way without feeling that their own judgements and traditions are being threatened.

Student participation, via questions, arguments and suggestions is encouraged. This is the best way for people to learn the crucial aspects of child protection. This is a good way of learning, passing on information and new ideas that are sometimes an important aspect of joined up thinking.

On the day

- Welcome, coffee and housekeeping.
- Expectations from the session.

The activity

The exercise starts with introductions and explanation of activity.

Participants are encouraged to discuss the forthcoming activity to ensure they know what the aim and hypothesised outcomes might be. Questions are also encouraged before participants are split into groups of four and sent to different prepared areas of the room.

They will find the equipment they need already on the table for them to use. For example, there will be post-it notes, postcards, pens and pencils, rubbers, acetates and acetate pens for their end presentation. Water and boiled sweets are also provided for refreshment. Facilitator will visit each group during the workshop to check that they are working together and not discussing individual experiences.

Once the participants have finished their discussions and are ready for feedback a box is passed around for the participants to place their post-its in. We will then re-assemble around the flip chart (or whiteboard of in place) ready to analyse our findings. Post-its are picked out of the bin and put on the board for discussion. The floor is then open up for wider dialogue, at which point the facilitator is able to discuss legislation, policies, procedures, best practice

Conclusion

It is important to make sure that all the issues and concerns have been addressed so that all participants are satisfied their fears have been addressed and allayed. It might be a good idea to get everyone to sit and relax for a few minutes, by closing their eyes and deep breathing to feel calm and refreshed; especially if some of them have found the discussions uncomfortable.

Debrief and evaluation is as important as a conclusion to the session, especially as some of the issues addressed could be sensitive and some of the participants may need support. It might be a good idea to set a few minutes aside at the very end of to pass on information or advise re: support agencies

Reflecting on what has been learned

The end evaluation provides material for discussion and analysis. Reflections could be addressed on subjects like:

- Did the participants find the session useful?
- Did it answer the questions they wanted answering?
- Has it allayed fears and put the myths to rest?
- What are the participants taking away from this?
- Is there any value in a follow up session?
- Do they think this session has helped them to perform and protect the children in their care more effectively?
- Do they feel more confident in their voluntary and working environment?
- What would they like to see included that wasn't?
- What would they like to see excluded next time?

The next training step

To revisit the workshop at the end of the course, to see if anything has changed. If participants are at the foundation level, this could be revisited in the advanced child protection course. Or if already at that level, participants could be invited to a working lunch to discuss how the exercise has changed their attitude and working practice, or has given them confidence in the work they do, or would they see any value in future courses, workshops etc.

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ANNEX A

Fear of the unknown: Fears, Myths, Attitudes & Values – Exercise

Time Suggested: 1 – 3 Hours depending on group size.

Purpose: The following exercise has been developed to allow participants the opportunity to express and discuss any concerns or issues they have around the area of Child Protection, as well as to explore their attitudes and values in this area. It also allows participants to share knowledge, understanding and experiences they have of child protection issues.

Process: Individual reflection, individual exercise and large group discussion.

Facilitator:

The role of the facilitator is key to this session, as s/he must have a clear knowledge and understanding of the local organisational policies and procedures in relation to child protection issues. S/he should also have knowledge or be able to access information of any relevant legislation in this area. (For Moray area, all of the information is available from the Child Protection Co-ordinator or from the Inter-agency child protection guidelines).

Exercise:

The facilitator should hand out a number of blank postcards or small pieces of paper to each participant and ask them to note down anything related to the area of Child Protection that worries or concerns them. (Have plenty spare in case people run out!) Participants can write as many as they like in the allotted time (5 mins or so). After completing each one they should put them into a receptacle. (This can be a hat, a wastepaper bin, a decorated box etc brought in by the facilitator).

When everyone has finished putting their 'Fear of the unknown' concerns in the receptacle each participant should pick one out and hand it to the facilitator to read out. When the issue has been read out the facilitator should open up the discussion to the group asking for their thoughts, opinions, suggested solutions to the issue. After a short discussion, the tutor should sum up the points and clarify what is covered by legislation, organisational procedures; or what could be covered later in the session, (key points could be recorded on a flipchart). This should be repeated until the box is empty. Try not to get into discussion about individual situations/cases/scenarios.

After each 'issue' and before moving on, the facilitator should ask if the 'fear or concern' has been removed, answered or lessened; if not it should be noted and retained for discussion following the session, when the same question should be asked again, or to a wider audience.

Alternatively, you can put the box aside until the end of the session. By this stage you will be able to ask if the points noted at the start of the session have been covered, if not you can clarify them at this stage.

OR

If time is short, or at the end of a session; use post it notes on a flipchart and address the issues one by one in the same way, but starting at the beginning. This way, the issues will already be on the flip chart ready for a debrief/feedback/assessment later.

ANNEX B

Future training

It would be an interesting development for further training around issues addressed in the feedback analysis session. There are many issues such as 'dealing with disclosures', 'false allegations' (already now in place); 'survivors of abuse'; 'mothers of sexually abused children'. The list is endless. Depending on the type of volunteering undertaken, individual issues can be put into workshops to raise awareness, thereby providing support services to vulnerable people who are struggling with issues.