

Keeping safe resource pack



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Introduction to this pack.

Norfolk County Council (NCC) and Norfolk Safeguarding Adults Board (NSAB) are pleased to introduce a keeping safe resource. This is a pack to support you to have conversations with individuals or groups of people with additional needs to understand about safeguarding and how to keep themselves safe.

This pack is a flexible resource to help you facilitate a safeguarding training session with people who have support needs. It means that family members, care providers, friends and anyone can support someone with additional needs to understand safeguarding and what it means to them as well as what to do if they are worried.

The length of the session depends on the group you are working with, their needs and how much they engage with the session. The session will generally take half a day, with a break in the middle, although for some people it may take longer. You may wish to run two sessions with a break in between if this suits the needs of your group better. Using this toolkit will give you the flexibility to best meet the needs of the people you are working with.

Learning from other areas suggests that using the word 'discussion' or 'conversations' about safeguarding is more likely to encourage people to attend and engage rather than the word training



Preparation for your session.

To feel confident to facilitate the session you may wish to review or update your knowledge of safeguarding adults. There is lots of information on the [NSAB Website Norfolk Safeguarding Adults Board \(NSAB\)](#) which also include some easy read documents you may find useful for your group. You can also attend the safeguarding training delivered by [St Thomas Training on behalf of NSAB and NCC Norfolk County Council training](#).

Facilitation

It may be that you have one facilitator for the session or choose co facilitators. The session does have a suggested structure but you may find that the group are particularly interested in one aspect of safeguarding or that they raise issues of concern to them. So do be prepared to be flexible rather than set time limit for the activities.

We know that some people attending safeguarding sessions realise for the first time that someone's behaviour towards them is abuse and this is often upsetting. Some people may disclose abuse at a session as they feel safe to tell someone else about something that has happened to them for the first time. It is helpful to have at least two staff at the session so that one person can support any delegates who speak up about abuse.

Learning about abuse and neglect can be upsetting, so we aim to make people aware of harm but not to be scared. The message is about empowering people to say 'no' if they feel uncomfortable about someone's behaviour towards them and to tell someone they trust about it.

Materials

There are handouts which you may wish to print off for each delegate. You may wish to use flipchart paper and pens to capture people's thoughts.

You will need a computer to be able to play the tricky friends video and it is a good idea to watch this before the session.

Set up your session

You might want to do this with a group of people in your service, or your life. You can use what will benefit the people you support and skip the bits that won't. You can also add in additional sections. This is not an accredited training course but a facilitated session by you. All you need is to know the people you are supporting in the session and this pack (and a computer or printer).

Structure of your session.

We would suggest you follow the structure as below, adapting into simple language for those you are facilitating for:

1. Introductions
2. Feeling uncomfortable and disclosure disclaimer
3. Ground rules and agreement for conversations
4. Good relationships
5. Types of abuse (Handout/presentation)
6. Tricky friends video
7. Support staff disclaimer
8. Endings and conclusion
9. Learning more

1. Introductions

The aim is to create a safe environment for people to feel comfortable with each other and hearing and talking about safeguarding issues.

Tailor this to the individual or group you are working with but start by introducing yourself and ask each person to do the same.

An 'ice breaker' can be useful in getting the group to 'gel' and it can be something which is funny if you choose. There are lots of icebreakers on the internet. Maybe a fact about themselves, their favourite song or you can make a song to introduce each other. Have a look on YouTube there are multiple excellent resources that teachers use to get song into their classrooms if you are interested.

2. Feeling uncomfortable disclaimer

Let the group know that the conversations in the session will be able keeping safe from harm. Safeguarding is about protecting everyone's right to live in safety, free from abuse and neglect

It's important to explain in simple terms to people that some of what is talked about might make them feel uncomfortable and that it's okay to ask for support, speak to someone or step out of the room if they want to. Be clear that if you are told that someone is being abused or harmed (a disclosure) you may need to share that information to help and protect that person and others.

3. Ground rules / agreement for our conversations

Ask the group for their ideas about how to get the best out of the session and make it safe for everyone to say what they want /need to. Hopefully they will come up with things like listen to each other, don't interrupt each other, respect different views, join in etc. You may wish to write their ideas on a flipchart.

Let the group know that there will be breaks for tea and coffee during the session.

4. Good relationships

Aim: for people to understand what makes a good relationship and to be able to recognise when a relationship is not good for their wellbeing or is becoming harmful to them.

You may wish to break up into smaller groups for the activity.

Start on a positive note - ask people to write, draw or talk about what they think makes a good friend, support worker or partner. This can include thinking about trust, respect and other values that people display in their relationships.

If you have more than one group ask them to feedback to each other and validate their input /ideas. Feed in any areas they may not have identified and ask for their thoughts..

Note: you may wish to take a break at this point

5. Types of abuse

Aim: for people to know about the types of abuse and the signs they may see if someone is being harmed and to know that they can say 'no'.

Remind the group that we have looked at good relationships. These help us feel well and happy but sometimes another person or group of people may behave in a way that is not good for us or hurts us in some way. We call this abuse. We are now going to look at the different types of abuse and talk about saying 'no' to harmful people.

Let the group know that talking about harmful things can be upsetting and if this happens to you that is ok and please speak up in the group or talk to the facilitator (name) in the break if you would prefer to talk privately.

Please use this presentation and work through them with the person or group. You can help the person or group to think about the different types of abuse and what they might see or experience.



[Easy Read Overview of Safeguarding Adults and Types of Abuse](#)



[Easy Read Safeguarding Adults Factsheet](#)

Be sure to let the group know that if they feel uncomfortable /unsafe with another person's behaviour towards them to say 'no' and to tell someone they trust about it as soon as they can. If you are using a flipchart or other display materials you may wish to write up 'Say no to abuse', if this is appropriate to the group's literacy level.

The factsheet helps to explain what will happen if something is raised as a safeguarding adults concern. Make sure you focus on the 'tell someone you trust' part at the end.

Note: you may wish to take a break at this point

6. Tricky friends video

Aim: to further explore what makes for a good relationship and things that are not good /harmful in friendships and to consider ways of keeping safe.

[Play the tricky friends video for people to watch Tricky Friends on YouTube](#)

Ask each person one thing they learned from the video/ or one thing that made them think. Here are some other questions to ask after the video to reinforce the information and to get people to identify ways of keeping safe. Feed in ideas if the group miss something important.

- What sort of things might they need to be more careful about? (e.g. online safety, lending money to people)
- What should they do if they are worried someone is not being a good friend? (tell someone they trust)
- Can they think of ways to keep safer in different scenarios?
- When going out and about with friends or on their own (not taking lots of cash, making sure someone knows where they are going)
- On the bus (not talking to strangers, keeping your bag or possessions close to you)
- When at home (not letting strangers in, using a chain on the door)
- When online (not sharing too much personal information / photos, or card details, taking care with the pages you visit)

Thank the group for their ideas about keeping safe and remind them then that saying no when someone is making them feel unsafe is really important.

7. Support staff disclaimer

Aim: to clarify that there may be times when staff need to help someone to be safe by stopping them doing something. You will need to take some time to explain that at times support staff and carers may need to stop someone from doing something to keep them safe. This is usually because there are 'rules' or health and safety concerns. You can explain to individuals that if they are unsure about whether it is right that they have been stopped or told what to do, they can still check this out with someone they trust. You could use an example here about using sharp knives in the kitchen or a support worker shouting when someone is about to cross the road without looking.

8. Endings and conclusion

Thank the group for their thoughts and ideas during the session. Remind them that everyone has the right to live their life free from abuse and neglect. We have looked at good relationships and knowing when someone may be harming you or someone you know Remember to say no and to tell the person you trust if you are worried about someone's behaviour towards you. Ask each person to tell the group who they will tell if they are worried about abuse or harm. To end on a positive note, ask each person one thing they are looking forward to doing with a good friend, or something positive of your choice.

9. Learning More

[Opening doors newsletters](#) (people might want to sign up to this or look at them; you as the facilitator might want to have a look to use in your session too). If someone wants to learn more about specifics please have a look on these websites and see what you can find to assist them:

[ACE Anglia](#) (easy read resources including staying safe online):

[Easy health](#) (easy read health information)

Disclosures.

It is expected that there will potentially be disclosures during the session. Take the time to speak to the person in private afterwards. Find out if they have told anyone before and if they want to tell anyone now. You will need to report any safeguarding concerns but it is important that we make safeguarding personal and engage with the person about what they want to happen.

Unless it is an emergency or life threatening situation (call 999), then reporting via the portal is suggested:

[Report a concern](#) - Safeguarding - Norfolk County Council or call **0344 800 8020**.





www.norfolksafeguardingadultsboard.info