



# Creating Safer Space

## Foundation Module Refresher 2016 Edition

### GUIDANCE NOTES

#### Introduction to CSS FM refresher course

The CSS Foundation Module Refresher is designed to meet the further training needs of all those who work with children, young people and adults with care and support needs and who need to be kept safe from abuse or neglect. Those who completed the Foundation Module between 2011 and 2016 are now required to refresh their initial training. This course has been designed to meet that requirement. This is also an agreed recommendation from the Past Cases Review report (*Courage, Cost and Hope*) published in May 2015. All those who work with children, young people and adults in need of care and support are now required to build on their basic understanding of safeguarding issues and other post holders who have positions of responsibility in individual churches are also required to attend.

The Foundation Module Refresher course has been designed to take account of learning from the Past Cases Review as well as the wider prevalence of newly emerging types of abuse, such as abuse using social media and child sexual exploitation. Key national events and initiatives are also included to give a wider context to safeguarding activity and concerns – that was arguably less evident five years ago. The style of the course is similar to the Foundation Module, but allows time for reflection about what participants learnt last time and how they have applied it. We also ask participants to think about how national, local and church news items and other developments make them feel and how these matters challenge their thinking and practice. *Courage, Cost and Hope (2015)* stressed the need for the Church to change its culture and the course approach reflects this aspiration.

We have reduced the number of slides compared with the original Foundation Module, and this should enable trainers to allow more time for discussion and feedback. It's probably a good idea to emphasise at the beginning that the course leads into the case studies and that learners will be able to bring forward their own previous knowledge and experience; the learning from their original courses as well as the learning from the first half of this course to inform their analysis of the safeguarding situations described.

## **Key issues to consider when planning a Foundation Module Refresher course**

**Quality:** We are asking people to give up their own time to attend this training. In return, they deserve a high quality, carefully prepared and respectful package. Trainers are asked to reflect constantly on what messages about safeguarding are being given through the quality of the package, as well as the content of the discussion. Samples of posters and invitation leaflets are provided. These should be used in an adapted form for local areas.

**Attendance:** It may be useful to make it clear in the invitation material that the training is not appropriate for children. Some churches may want to consider organising a crèche for parents who are attending the training.

**Mixed groups:** If you are providing training for mixed groups (ministers, deacons and lay people) you may need to adjust your approach according to the group. It can be helpful, if possible, to have separate training at convenient opportunities, such as after the ministerial synod.

**Training times:** For the new material, no course should be longer than two and a half hours and there should always be a comfort/coffee break midway.

It is important that each district plans this so that everyone can access what is needed. Successful models that have evolved with the Foundation Module include:

- Mid-week safeguarding sessions for large groups, in venues across a district. Advantages of this approach are that training officers can deliver the courses within their working week, and that the material can be delivered to large numbers. It also reflects the demographic of many potential trainees, who are available mid-week through either being church-employed or retired. If this model is used, it **MUST** be complemented by smaller sessions at evenings or weekends, for those who are not available mid-week.
- Saturday sessions. Some trainers run two sessions on a Saturday, morning and afternoon. The advantage is that trainers deliver to a lot of trainees. Potential disadvantages are trainer jadedness in the afternoon, or lack of time to engage with individuals after each session.
- Mid-week evenings. These need to be run on a smaller scale at local venues because of the limitations on travel for these times.
- After church on Sunday. Some trainers find it easier to arrange training immediately after a Sunday morning service from 12.15pm. Delegates bring their own lunch to eat as the training begins.

**Venues:** Availability of high quality venues can be limited in church settings. It is the responsibility of the trainers to make every effort to create an environment that is, as far as possible, warm, welcoming and supportive of shared learning.

Examples of good practice include:

- arriving early to ensure the room is warm, lit and arranged with resource materials etc before trainees arrive
- ensuring there are sufficient seats for everyone (and, as far as possible, NOT in straight rows)
- ensuring in advance that refreshments will be available, including water
- ensuring that any electronic equipment is working properly before trainees arrive
- spending the time just before the formal training in talking to and welcoming trainees as they arrive, and thanking people for coming.

**Equipment:** The basic training materials are in PowerPoint format but not all venues will have PowerPoint. Where this is not available or not suitable, trainers need to decide in advance whether to convert the slides into a different format, or whether simply to provide handouts of the slides which can then be talked through. If doing this:

- Be careful always to provide some in large print and printed black on white for those who are visually challenged and black on a pastel colour for those who have other reading difficulties.
- Ensure you print several slides to a page, to reduce costs.

A colour version and a black-on-white version of the PowerPoint presentation will be available on the web page.

Remember that while the core materials can be added to, they are a minimum expectation and so cannot be reduced.

**Resources/handouts:** The course makes use of handouts and resources, eg case studies. These should be prepared in advance in a good quality format with some large print (and other versions if needed) available. There is no specific handbook for this course but the *Foundation Module Handbook (2016)* should be provided to course participants, as it has been updated and expanded.

Some trainers make creative use of a resources table for people to browse before the training or during the comfort break. This needs to be prepared before trainees arrive or it loses its value.

**Wales and Scotland:** Although the course materials reference Scottish legislation and guidance, some amendments may still be needed to ensure the correct information supplied to participants about legislation/policy and procedures is consistent with those of the devolved countries.

**Case studies:** The case studies used are the same as for the Foundation Module (2016 Edition) and we have increased the number and range of situations. It will be for trainers to **select** the most appropriate case studies for the group as you will not have time to explore them all. If you have a very specific group and none of the case studies appear to be suitable please contact Connexional Safeguarding as it may be possible to provide bespoke case studies.

**Special needs:** Trainees who are elderly, or otherwise physically limited in any way, will not appreciate being asked to complete flipchart sheets on the floor, or other exercises that are physically challenging. It is the responsibility of trainers to ensure that no single element of training excludes people because of their particular needs.

**Trainer(s):** Safeguarding material should never be delivered by a solo trainer. There must always be the resource available if needed, for one trainer to engage individually with a member of the group whilst a second maintains the group training delivery. It may be that one person acts as the formal trainer, with one or more people available as facilitators. Where the district group cannot provide this, it needs to be a requirement that the local area identifies people to act in this facilitator role.

It can be helpful to have a male and a female trainer; however this is not always possible. If this is the case, then someone of the gender not represented in the training team should be available for support.

Trainers also need to build in time after any training session for individual conversations.

It is helpful to include, in the trainer resources, people from a professional safeguarding background, as well as those with trainer expertise. Both have strengths for this type of training and, experience suggests, that there is mutual benefit from pooling resources.

**Personal disclosures:** This training is not designed to be therapeutic. However some trainers have experienced people wishing to make individual disclosures about different types of abuse. This can be either personal abuse or abuse of people known to them closely. This seems to happen most often when the trainers can evidence direct safeguarding experience, which is a strong argument for sharing the trainer role between skilled trainers and those with a deeper knowledge of safeguarding issues.

It is because of the possibility of the training impacting on people personally that no trainer should go solo. Trainers also need to reflect how comfortable they may be with this type of personal engagement and how they would respond. The advantage of a group of trainers working together is that these questions can be shared and skills developed as a group.

The procedure for dealing with any disclosure should be as set out in the local church or circuit policy and trainers would be wise to acquaint themselves with these as appropriate.

**Types of Abuse:** Children and adults potentially face a range of types of abuse. More detail is available in *Foundation Module Handbook (2016)*. Within the Church context, experience suggests that there can be an undue focus on sexual abuse. This will need to be managed within the training, especially in periods of open discussion. Trainer groups need to plan ahead so that they are comfortable with managing this – for example, the boundaries for any such discussion, when genuine questions risk slipping into prurient interest (see the commentary for slides 7–8 on 34–35 of the *Foundation Module Trainers' Notes 2016 Edition* for additional guidance on maintaining appropriate boundaries).