



London Museums Hub Volunteer Training Bank: Child Protection Training

There is quite a lot of legal information in this course, so you probably want to spend some time doing some research before you run it. Read through the handouts, and have a look at your museum's Child Protection Policy.

The structure is that the first half is more theoretical, the second more practical. This seemed a logical way to present the material. The downside to this is that as a consequence the first half is less interactive in the sense of activities for participants.

By the end of the course, participants should have:

- an understanding of the meaning of child protection and forms of abuse
- a broad understanding of the legal position of museums and the need for formal recruitment, screening and child protection procedures
- practical knowledge of basic principles of safer work around children and young people
- increased confidence and skills to deal with difficult situations

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Introduction	<p>Housekeeping</p> <p>Set ground rules – emphasise need for confidentiality and respect, and encourage openness.</p> <p>Ask participants for their name and role.</p>		10 mins
Small groups	<p>What is child protection?</p> <p>In small groups discuss what people understand by the term 'child protection' - encourage word association 'what words/phrases come to mind?'. Feedback to the larger group on to a flipchart.</p> <p>There is likely to be a range of answers, some narrow, focussing on sexual abuse, some referring to policies and procedures.</p> <p>Explain that at heart it simply means protecting children from:</p> <ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Sexual abuse • Neglect <p>Background material for this is at http://tinyurl.com/abusedefinition</p>	<p>Refer to statistics and myths in handouts <i>(there is no need to cover them all – pick out one or two, The point is to underline why this is an important issue)</i></p>	20 mins
Talk	What does child protection mean for museums and	<i>The point here is to draw out that this is about</i>	20 mins

Brainstorm	<p>their volunteers?</p> <p>Slide to explain Duty of care</p> <p>Brainstorm to pull out steps museums should take</p> <p>Slide just to confirm key steps:</p> <ul style="list-style-type: none"> • Child Protection Policy (and related procedures – recruitment, supervision, problem solving procedures etc) • Communication • Risk assessment • CRB checks 	<p><i>more than CRB checks – that there are a range of measures that should be taken.</i></p> <p><i>This should lead on to the next topic - personal responsibility. The idea is that responsibilities are on both sides.</i></p>	
Talk	<p>Standards of behaviour</p> <p>Museum of Wales standards on slides</p>		10 mins
Small groups/ discussion	<p>Guidelines on touch</p> <p>Distribute the MLA/NSPCC guidelines</p> <p>Small groups for discussion on them</p>	<p><i>There may not be clearcut answers to every question raise.</i></p> <p><i>Museums, galleries etc may have their own guidelines on boundaries.</i></p>	<p>10 mins to read/discuss</p> <p>15 mins to discuss</p>

	Break		15 mins
Small groups	Exercise Small groups to discuss scenarios on slides	<i>10 minutes in groups</i> <i>15 minutes discussion</i>	25 minutes
Talk	Listening, Reporting concerns As per slides		10 mins
Pairs, discussion	Your concerns Put group into pairs to discuss any remaining concerns Cover in group	<i>5 mins in pairs</i> <i>25 mins covering concerns</i>	30 mins
Talk	<i>Personal code of conduct</i> Show the NSPCC code		5 mins
	Wrap up and finish		10 mins

Sources of further information:

General child protection information

www.nspcc.org.uk/inform

NSPCC Inform is the organisation's service for child protection professionals, and contains much background material.

Duty of Care, CRB, ISA checks

www.volunteering.org.uk/information

Volunteering England produce information sheets that cover these issues well.