



## *London Museum Development Volunteer Training Bank:* **Child Protection Training Plan**

This plan was written by Mark Restall ([restallmark@gmail.com](mailto:restallmark@gmail.com)) on behalf of the London Museum Development Team. Mark is a freelance trainer, consultant and writer, specialising in volunteer management issues, with extensive experience working in volunteering good practice at a local and national level. He has provided training as part of the London Museum Development Programme, and was also previously Head of Information at Volunteering England. Mark has produced the 'Child Protection Training Plan' to be used in conjunction with the 'Child Protection Presentation,' 'Child Protection Exercises,' and the 'Child Protection Handouts' available on the London Museum Development Team's Volunteer Training Bank ([www.museumoflondon.org.uk/supporting-london-museums/resources/training-bank](http://www.museumoflondon.org.uk/supporting-london-museums/resources/training-bank)).

For more information on how to use these resources to support you to train your volunteers, please read the 'How to use the Training Bank' and the 'Train the Trainer Guide' documents available here: [www.museumoflondon.org.uk/supporting-london-museums/resources/training-bank](http://www.museumoflondon.org.uk/supporting-london-museums/resources/training-bank)

This half-day course has been designed to give Volunteer Managers the confidence to reassure volunteers and give them guidance on working safely with children and young people. Please note that this is not intended to be a professional safeguarding course; it is a guide to passing on good practice information to volunteers to ensure that they understand their responsibilities. The 'Child Protection Training Plan' provides a suggested agenda along with a more detailed plan with trainer notes for staff to use to deliver the session to volunteers.

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.



There is quite a lot of legal information in this course, so you will 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. For more information on general child protection information, here are some links to useful guidelines:

- NSPCC information for people/organisations working with children: [www.nspcc.org.uk/services-and-resources/research-and-resources/](http://www.nspcc.org.uk/services-and-resources/research-and-resources/)
- Safe Network: Safeguarding guidance for the voluntary sector: [www.safenetwork.org.uk/](http://www.safenetwork.org.uk/)

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



## ***Suggested Agenda***

<b>Time</b>	<b>Activity</b>
10.00am	Arrival
10.30am	Introductions
10.45am	Group Discussion: What is child protection?
11.00am	What is child protection?
11.05am	What does child protection mean for museums and their volunteers? What is our Duty of Care?
11.20am	What does child protection mean for museums and their volunteers? What steps should museums take?
11.25am	Standards of Behaviour
11.35am	Group discussion: Guidelines on touch
12.00noon	Break
12.15pm	Group Exercise: Scenarios
12.40pm	Listening and reporting concerns
12.50pm	Group discussion: Your concerns
1.15pm	Personal Code of Conduct
1.20pm	Conclusion and Evaluation
1.30pm	End



## Training Plan with trainer notes

Activity & Corresponding PowerPoint Presentation Slide	Training Notes	Additional Comments for Trainer	Time needed
<b>Introduction</b>  (PowerPoint slide 1)	<ul style="list-style-type: none"> <li>• Introduce self</li> <li>• Cover housekeeping items, eg fire alarm / evacuation, breaks, mobile phones</li> <li>• Explain the purpose of the training / aims of the course</li> <li>• Participants to introduce themselves</li> <li>• Participants to state what they hope to get out of the session</li> <li>• Each person to write two things on a post-it note and stick on wall.</li> </ul>	<p><i>Make sure participants know what to expect from the training and that, although the training is participative, it is a safe environment.</i></p> <p><i>Remind people that today's training space is:</i></p> <ul style="list-style-type: none"> <li>• <i>confidential</i></li> <li>• <i>a safe space to speak</i></li> <li>• <i>free of mobile phones</i></li> <li>• <i>comfortable</i></li> </ul> <p>Keep this brief and to the point.</p>	15 mins
<b>What is child protection?</b>	<ul style="list-style-type: none"> <li>• In small groups discuss what people understand by the term 'child protection' - encourage word association 'what words/phrases come to mind?'</li> </ul>	<p><i>There is likely to be a range of answers, some narrow, focusing on sexual abuse, some referring to</i></p>	15 mins



<p>(PowerPoint slide 2)</p>	<ul style="list-style-type: none"> <li>• Feedback to the larger group on to a flipchart.</li> </ul>	<p><i>policies and procedures. This is not so much about right and wrong answers, so unless there are misunderstandings all answers are fine.</i></p> <p><i>What is of more interest is the underlying assumptions or feelings – some people may be very worried about the issue, particularly around knowing what is acceptable behaviour and so on.</i></p> <p><i>This is partially to get people talking to each other.</i></p>	
<p><b>What is child protection?</b></p> <p>(PowerPoint slide 3)</p>	<ul style="list-style-type: none"> <li>• Explain that at heart it simply means protecting children from harm, typically defined as:             <ul style="list-style-type: none"> <li>○ Physical abuse</li> <li>○ Emotional abuse</li> <li>○ Sexual abuse</li> <li>○ Neglect</li> </ul> </li> <li>• You could break this down further – for background information see <a href="https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/">https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/</a>.</li> </ul>		<p>5 mins</p>



<p><b>What does child protection mean for museums and their volunteers? What is our Duty of Care?</b></p> <p>(PowerPoint slide 4)</p>	<ul style="list-style-type: none"> <li>• Use the slide to explain the duty of care.</li> <li>• Ask participants to pull out steps that museums should take to protect children in our museums.</li> </ul>	<p><i>The point here is to draw out that this is about more than DBS checks – that there are a range of measures that should be taken.</i></p>	<p>15 mins</p>
<p><b>What does child protection mean for museums and their volunteers? What steps should museums take?</b></p> <p>(PowerPoint slide 5)</p>	<ul style="list-style-type: none"> <li>• Confirm key steps:             <ul style="list-style-type: none"> <li>○ Safeguarding/Child Protection Policy (and related procedures – recruitment, supervision, problem solving procedures etc.)</li> <li>○ Communication</li> <li>○ Risk assessment</li> <li>○ DBS checks</li> </ul> </li> <li>• There may be questions on how the DBS disclosure system works – more information is available at <a href="https://www.gov.uk/government/organisations/disclosure-and-barring-service">https://www.gov.uk/government/organisations/disclosure-and-barring-service</a>.</li> </ul>	<p><i>Of particular interest should be the policies and procedures that the Museum has in place. If you are delivering this internally this would be a place to highlight them – particularly focusing on those around reporting of concerns and what to do in the event of an incident.</i></p> <p><i>Risk assessments are also important. They highlight where there are potential areas of concern. It makes sense for volunteers to be aware of them, and to have the confidence to let their Museum know if there are potential issues that the risk assessments have not taken into</i></p>	<p>5 mins</p>



		<p>account.</p> <p><i>This should lead on to the next topic - personal responsibility. The idea is that responsibilities are on both sides.</i></p>	
<p><b>Standards of behaviour</b></p> <p>(PowerPoint slide 6-10)</p>	<ul style="list-style-type: none"> <li>Go through the standards of behaviour on the slides from the Museum of Wales.</li> </ul>	<p><i>It's worth pointing out that it starts with 'Do's' before moving on to the 'don'ts' – child protection is as much about taking actions as avoiding taking them.</i></p> <p><b>At the end of the activity give out Handout 1: Standards of Behaviour – Museum of Wales</b></p>	10 mins
<p><b>Guidelines on touch</b></p> <p>(PowerPoint slide 11)</p>	<ul style="list-style-type: none"> <li>Distribute the MLA/NSPCC guidelines</li> <li>In small groups discuss the guidelines (10 mins)</li> <li>Feedback to the wider group (15 mins).</li> </ul>	<p><i>Obviously if this training is delivered internally, you may have your own guidelines in place, so they should be used instead.</i></p> <p><b>At the beginning of the activity give out Handout 2: MLA / NSPCC Guidelines</b></p>	25 mins
<b>Break</b>			10 mins



(PowerPoint slide 12)			
<b>Group Exercise: Scenarios</b>  (PowerPoint slide 13)	<ul style="list-style-type: none"> <li>• Get the group into small teams</li> <li>• Get the group to discuss the 2 scenarios (10 mins)</li> <li>• Feedback to the wider group (15 mins).</li> </ul>	<p><i>The first is relatively straightforward – don't shake the child off, but gently extricate yourself, get down to their level, ask what the parents look like to see if they are directly around, take child to designated area</i></p> <p><i>Second – don't jump to conclusions. Do not directly query the child. Discreetly inform the teacher. This is likely to be completely innocent/a misunderstanding, but on the other hand could be part of a pattern that might raise concerns – however this is something the volunteer is not in a place to judge or investigate.</i></p> <p><b>At the beginning of the activity give out Exercise 1: Scenarios</b></p>	25 mins
<b>Listening and Reporting concerns</b>	<ul style="list-style-type: none"> <li>• Go through the listening and reporting concerns slides.</li> </ul>	<b><i>This section may not be appropriate / relevant to your volunteers' work –</i></b>	10 mins





(PowerPoint slide 14-17)		<p><i>it's more aimed at roles directly interacting with children.</i></p> <p><i>Again, you may have your own guidance on this.</i></p> <p><b><i>At the beginning of the activity give out Handout 3: Listening and Reporting Concerns</i></b></p>	
<p><b>Your Concerns</b></p> <p>(PowerPoint slide 18)</p>	<ul style="list-style-type: none"> <li>Put groups into pairs to discuss any remaining concerns (5 mins)</li> <li>Cover through group feedback – encourage answers to come from participants rather it being a question and answer session with the trainer (20 mins).</li> </ul>		25 mins
<p><b>Personal code of conduct</b></p> <p>(PowerPoint slide 19)</p>	<ul style="list-style-type: none"> <li>Go through the NSPCC code.</li> </ul>	<p><i>This is a personal standard for the volunteers to live up to.</i></p> <p><b><i>At the beginning of the activity give out Handout 4: NSPCC Code of Conduct</i></b></p>	5 mins
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>Ask group if they have any further questions</li> <li>Let them know of the further support available to</li> </ul>	<i>Collect evaluation/feedback from</i>	10 mins



(PowerPoint slides 20-21)	them from the London Museum Development Team (website, contacts and training)	<i>participants.</i>	
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