



Session 3

Respond...how do we do it well?



Aim of the session

To understand why and how good practice underpins working with children and young people.

Learning outcomes

- To identify hazards and reduce the risks in the environments where work with children and young people occurs.
- To gain an overview of good practice and how to respond sensibly and effectively.
- To explore behaviour and managing boundaries amongst children and young people.

Session outline

- **Introduction and welcome**
- **Activity 1:** 'Hazards and Risks'.
- **Activity 2:** 'Good Practice'.
- **Activity 3:** 'It's all about behaviour'.
- **Closing reflection:** 'Hopes and Dreams'.
- **Summary:** Including final thoughts and any questions.

Materials and equipment needed:

- **Activity 1:** 'Potential Hazards' worksheet and 'Five Steps To Risk Assessment' worksheet.
- **Activity 2:** 'Good Practice' quiz and answer sheet with the additional handouts: 'Medical/Consent form', 'Safe recruitment flow chart', 'What to do/what not to do', 'Disclosure card' and 'Social media and young people'.
- **Activity 3:** 'It's all about behaviour' scenarios and 'Behaviour Policy' handouts.
- **Closing reflection:** Assorted colours of paper cut into squares (10cm x 10cm approx.), pens for everyone, a large bowl/tray and enough water to fill the bowl/tray half way.
- **Other:** Flip-chart, paper and pens etc.

Introduction and welcome

You may wish to open with a brief time of prayer. Welcome the group and briefly recap on the second session picking up on any points or questions arising from the previous session. Explain that the third and final session of The Key unpacks good practice and emphasises the importance of creating safe places for children, young people and adults too (for more information reference can be made to the learning outcomes for this session).

Activity 1: 'Hazards and Risks'

20 MINS
(approx.)

Divide the group into small groups or pairs and give each group copies of the 'Potential Hazards' worksheet. There are two versions – a youth club and children's group scenario. Facilitators can choose whether to give participants copies of both or the one most relevant to the age group they work with. Explain that there are at least fifteen potential hazards in the illustrations and the task for each group is to try and find as many as possible and write them in the side column on the worksheet. Allow about five minutes for this activity. Then invite each group to report on three hazards they have identified, preferably ones that they think other groups have not spotted. Keep the feedback brief because the main point of this exercise is simply to recognise the hazards.

The next task introduces risk assessment. Ask each group to select two risks/hazards they have identified and risk assess them. To help, give each group a copy of the 'Five Steps to Risk Assessment' worksheet (a useful handout too!) that asks participants to do the following:

- **Step 1:** Write down their chosen risk/hazard
- **Step 2:** Write what are the risks and who is at risk/hazard
- **Step 3:** Write how they would reduce or remove the risk/hazard
- **Step 4:** Get someone in the group to sign and date the assessment
- **Step 5:** The fifth step is to regularly assess your activities/events and update the risk assessments as appropriate*

Summary: Encourage the groups to feedback their risk assessments, comment where appropriate and conclude by stating that risk assessment does not have to be a massive amount of form filling. However, risk assessments are an essential safeguarding requirement and an integral part of our duty of care when working with children and young people. Not only does the process raise awareness of any potential hazards, it also helps us to plan accordingly and limit the risks involved.

**Risk assessment forms must be reviewed regularly and kept safe in case they are ever required as evidence in any insurance claim.*



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Activity 2: **'Good Practice'**

20 MINS
(approx.)

Using the same groups as for the previous activity give copies of the 'Good Practice Quiz' and ask participants to complete the quiz by circling 'True/False/Not sure' for each of the questions. Encourage groups to do this fairly quickly, going with their first reactions rather than discussing their answers at length.

Again, invite each group to report back on their answers. Try not to spend too much time explaining each one; however, some questions and answers may provoke further discussion. The 'Good Practice Quiz' handout/answer sheet provides useful information on each question and extra handouts are also provided for the following questions (facilitators may wish to use guidance and advice on policies and procedures from their own Diocese/Denomination):

- 6) Sample 'Medical/Consent form'
- 9) 'Safe recruitment flow chart'
- 10) 'What to do/What not to do' handout and 'Disclosure card'
- 12) 'Social media and young people'

Activity 3: **'It's all about behaviour'**

20 MINS
(approx.)

For the last activity give each group two/three of the 'It's all about behaviour' scenario cards and ask the groups to discuss each one using the following questions as a guide:

- What are your first impressions?
- What are the main issues?
- What would be your response?

Give plenty of time for each group to work through their scenarios. As conversations draw to a natural conclusion, invite each group to share with the wider group the scenario that created the best discussion and their answers to the questions above.

Summary: Conclude the activity by stating that working with children and young people inevitably creates a variety of interesting and complex scenarios. Managing situations like these will make working with children and young people a more positive and enjoyable experience. However, what is paramount is ensuring that those with leadership responsibilities are competent and confident in their roles and with relevant policies in place, all children's and youth provision is underpinned by good practice and safeguarding procedures. At this point, the sample 'Behaviour Policies' can be distributed to the participants.

Closing Reflection: **'Hopes & Dreams'**

10 MINS
(approx.)

Preparation: A large bowl/tray half filled with water, one sheet of square paper (10cm x 10cm approx.), a pen for each participant and a CD player with relaxing Christian/contemporary music.

Whilst the music is playing, place the large bowl/tray of water in the centre of the space and ask the group to sit around in a large circle. Depending on the group invite the participants to sit on seats or on the floor around the bowl/tray. Hand out the pieces of paper/pens and explain to everyone that the reflection encourages the group to think about their hopes and dreams; these can be related to their work with children and young people. In a moment of quiet when everyone has finished writing their hopes and dreams on the paper, ask each person to fold the corners into the centre making a diamond/square shape. After a few moments, invite the group to place their piece of paper into the water in their own time and focus on the bowl/tray. As the water soaks into the paper, the folds will open revealing their hopes and dreams to God.

Finish the time of worship with a prayer such as the one below:

Lord God,

***We lift up to you all our hopes and dreams
for our work with children and young people.
We ask that you will answer our prayers
and bless us with your love
as we journey together.***

Through Jesus' name we pray. Amen.

