

Looking After Your Own Wellbeing When Delivering Safeguarding Training



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Introduction

As part of our responsibility to keep children safe, we may find ourselves delivering training to colleagues. This is a huge privilege and very important work.

There are a few things we must bear in mind though in order to keep ourselves safe, keep our colleagues safe and in order to empower colleagues to act on what they learn.

A huge thank you to the safeguarding leads who shared their ideas for inclusion in this guide.

Thank you for all you are doing to inform your colleagues and keep the children in your care safe; please remember to be kind to yourself as well.

A handwritten signature in black ink that reads "Pooky". The signature is written in a cursive, flowing style.

Dr Pooky Knightsmith
Director
Creative Education

"Start safeguarding sessions by introducing & modelling a self-calming/deep breathing strategy. Trainer & participants practise together.

A great way to ground participants, they can draw on it during training & trainer states that it also grounds her prior to commencing session."



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Beyond the superficial

When preparing to deliver training, go beyond the basics of knowing your session plan and what needs to happen when and with whom, and stop to think about how the session might make you and your trainees feel. You're teaching a difficult topic and within your materials and within the room there will be a wealth of experiences and a whole bunch of people who really, really care; and may have complicated or challenging reasons for wanting to be here.

How do you want people to feel?

Assume it's a live issues for someone. Keep them safe and you'll keep everyone safe

Make a conscious decision about how much you want to connect.. or not..



Consider



You are a human, not a robot. So are your trainees. This is a great strength and a huge challenge

"Preparing for training is important to consider too. As a trainer you know much more than you include & spend a lot of time reading case reviews or research that can be very emotionally challenging.

Having someone to talk to when prepping is key"



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Be physically and mentally ready to train...

Make sure you arrive ready to train. I imagine myself like a boxer, in the corner of the ring.. a boxer would make sure they had slept well, eaten well and would arrive mentally and physically prepared. They'd have a coach alongside them and a clear game plan and they'd have some routines and rituals they carried out just before they fight. All these things can help us too.

Physical wellbeing and ensuring that you start in a good place emotionally is key



Consider



Consider what your pre-training routine could be – the day before, the minutes before

Check in with yourself and be honest about how you're feeling & respond to that

Ready?



"My basic rule is 'keep it simple' – eat well, do regular enjoyable exercise, get good sleep and appreciate what you have, especially family."

"A nurturing lunch that tastes right in mouth and snacks. Something in my pocket that feels good. Put on clothes that support me in feeling grounded."



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Safe Space

Create and maintain a safe space...

Create a space that feels physically, socially, emotionally and cognitively safe for yourself and for your trainees. Consider carefully your ground rules and how to introduce and enforce these and think about whether and how you can adapt your session to respond to the needs in the room.

Consider



How can you get everyone in the right headspace?
When you help your trainees you help yourself

Take regular resets throughout the day. Breathe.
Take time away from delegates

Also encourage them to take time away from the topic too; transition into breaks – change topics

How can you make it safe for people to ask questions / ask you to stop / opt out?

How would you like the room to feel? Regularly check that it feels that way

Have a clear plan for managing distress: yours, your co trainer's, your trainees

"Acknowledge that session might bring up things for people and tell them that you will be checking in with them throughout. Give them permission to challenge you and stop you. Be open about your responsibilities. Be clear about purpose of session."



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Human or hero?



Be more human than hero in your role modelling...

...In all that you are doing as a trainer, remember that you are also role modelling too. That can feel like a lot of pressure but remember that the most influential and helpful role models are those who keep it real, who share their mistakes, learn alongside their learners and problem solve aloud.

Consider



Why are YOU in the room... what do you want to bring to the session?

Think about ground rules and how to make them meaningful and relevant

Name and respond to the feelings in the room

Explore specifically the issue of safeguarding yourself – how do you do it, how can they?

If you note distress in yourself or others, this could be a powerful learning moment

Safeguarding training often generates safeguarding disclosures – have a plan

"When I put together training I try and build in some activities which give the audience a break from concentrating on the presenter but also 'pepper' some short video clips throughout to give the presenter time to re-group. All helps to allow the presenter some time out!"



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Recognise and respond to signs of distress...



Distress

Distress is like yawning. It may start with one person but before you know it, everyone is yawning; and even thinking about yawning makes you more likely to yawn... distress is similar. If you feel distressed, or there is some distress in the room, it can be contagious so it's important to pick up on it fast and to respond appropriately. You'll know what kind of session you hope to run and how much emotion you're prepared to support people to connect with; but have a clear idea of this and think about how to reset things if distress begins to rise.



Consider

Have a handful of reset activities you can turn to
– discussions, videos, jokes..

Laughter is the best antidote to distress but...

...distress needs to feel heard. You can shelf a worry
but return to it (your own or others)

Stop and consider your personal warning signs &
what helps you

Use if... then.... Planning to work out how to
respond to challenging moments

"A list of available resources to signpost people to if they recognise any mental health difficulties that come up for them during the training. Protects the delegates and the trainer..."



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The end is not the end...

...Think carefully about how to wrap up the session and also consider what happens next; both for you and for your trainees. How you end the session and what happens directly afterwards really matters.

Think too about whether it's necessary / appropriate to follow up or check in with trainees at a later point – especially any who are preying on your mind; always have a plan for these.

Consider



Is there someone you can offload to? Supervision, partner, friend, diary, dog...

Creative arts can be a great way to work out feelings

Think about the transition from this session to 'real life' especially when working from home

Clearly signpost sources of support and how to access them

Remain behind and available at the end and expect this to be the hardest part of the session...

The end?



"The importance of supervision, either formal or informal but where there is trust and it's effective. The idea of recalibration, it's easy to get something akin to compassion fatigue - when you discuss scenarios all the time they become your 'normal' and it shouldn't be."



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Helpful?

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was helpful & what you would add**



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