

# Safeguarding board game

## Introduction

This activity develops the topic of safeguarding. Prior to this session, you will have provided the learners with the underpinning knowledge to support the activity. You may find the case studies and the flowchart for the reporting of suspected safeguarding issues useful. Additional supporting information that you might like to download includes:

- examples of services to support children and their families or adults
- the history of the legislation and the main points taken from the legislation.

Organise learners into groups. You will need to plan this in advance. Give learners instructions and the rules for playing the safeguarding game.

The game promotes a number of skills including: working collaboratively in teams and analysis of presented information. It also aids exploration around safeguarding and the identification of good and poor practice. The game provides an opportunity to link some of the questions to workplace practice.

### Please remember:

Learners are vulnerable, so it is important that the activities for safeguarding are handled sensitively. Some sessions could result in some learners discussing personal and confidential areas of their own lives. You may also have to deal with disclosure of poor practice in the workplace. You must be aware of your own organisation's policies on disclosure and how to implement them if the need arises. Identify the key people to offer support if required. Guidance about appropriate action in the event of disclosure of confidential information by learners is part of the Government's Quality Protects programme.

[www.dfes.gov.uk/qualityprotects](http://www.dfes.gov.uk/qualityprotects)

[www.everychildmatters.gov.uk/deliveringservices/informationsharing](http://www.everychildmatters.gov.uk/deliveringservices/informationsharing)

## Learning objectives

Whilst undertaking this activity, learners will:

- identify and discuss issues surrounding safeguarding
- work collaboratively with team members to reach a consensus on the correct approach to be taken in the safeguarding examples provided
- participate in the safeguarding board game
- evaluate their own learning and identify areas for further development.

## Materials required

- Rules of the game.
- Scorecard (optional).

- Clients.
- Board/mat.
- 2xdice.
- Question cards.
- Answer sheet.
- Additional questions devised by the learners.

## **Starting points**

Work with learners to develop protocols for disclosure and classroom confidentiality. Ensure that all learners agree with the protocols.

The safeguarding game can be used early in the learning process to assess learners' current knowledge and understanding of safeguarding. You could begin by asking learners questions directly from the question cards rather than using the game board. This could be in a quiz format with learners grouped in teams. You could make notes of which questions the learners find most difficult. Delivery of subsequent sessions would use this as the basis for development.

Later in the learning process, the game can be used as a formative assessment or peer assessment tool or to deepen knowledge and understanding of the topic. Learners could also be asked to devise their own question cards for the game.

## **Suggested approaches**

Early in the topic, use the questions without the mat as a quiz to test the learners' knowledge and understanding of the topic. You may also choose to take questions around specific aspects of the topic, such as legislation, to test retained knowledge.

Use the activity when learners have some knowledge and understanding of safeguarding and are ready to link theory and practice. Remember that it is unlikely that learners will be involved in safeguarding issues during their training and many may not be involved once they are qualified and working in the sector. It is important for learners to have the knowledge and understanding of safeguarding as it is not a natural occurrence in workplace settings and they need to be aware of observational and reporting skills.

Group learners according to:

- their work placement
- the support needed to complete the activities
- where learners feel most comfortable discussing sensitive and difficult issues.

Learners need to be clear as to the purpose of the game and also of the rules that they will need to follow. These can be found on the 'rules of the activity' card.

You will need to be sensitive to the needs of your learners as this can be an emotive subject. Additional support may be required in order to address any issues that arise.

Once the team members have been decided, a spokesperson needs to be elected. This person will confer with team members and give the collective answer to the opposing team. The team then plays the game according to the rules. When scoring, the opposing team can award up to a maximum of five

points. Scoring will depend on the depth of the answer and scoring may be reduced if the answer could be answered more fully or if some information is omitted. An example of this would be if an answer relates to the Children Act 1989 and the team do not extend this to include the 2004 update.

Encouragement should be given to learners to extend their answers so that they are as detailed as possible. Answers to all of the questions are on the question and answer sheet.

Learners can devise their own questions to check the learning of peers and for peer questioning and assessment.

Individual learning plans (ILPs) can be reviewed, revised and updated according to knowledge and understanding.

### **Planning learning outside the classroom**

Learners can continue their research outside the classroom. You could ask them to evaluate:

- any recent media coverage around safeguarding
- the support available around safeguarding issues (the organisations chart may be a useful starting point)
- websites supporting practitioners if abuse is suspected.

If you have not already done so, learners can evaluate their work settings' policies and procedures for safeguarding.

### **Alternative approaches**

Individual questions from the pack can be used as a whole-group discussion tool. This could be around legislation or particular aspects of good and poor practice. Discussion and questions could also be based around research and knowledge around learner practice.

### **Differentiation to meet individual needs**

Groups working on the activity can be self-selected or chosen to develop specific skills, provide support and maximise sharing of experiences and knowledge. For example if all the learners are not in placements, you may wish to ensure that each team has one member who is working in a care setting.

### **Consolidation, checking and reflecting on learning**

You can apply open questioning techniques to check on learning (further information on the Assessment for Learning approach can be found in the Talking Teaching, training and learning CPD activity).

When the activity is used later in the learning of a particular topic, it can be used as a reflective tool to encourage analysis of practice and process in relation to theory and practice. This deepens learning and promotes the transference of skills and knowledge to help learners deal with potential safeguarding situations.

Formative, self- and peer assessment can be used to revise ILPs and encourage the self-managing learner.

Learners can also demonstrate the skills of:

- creative thinkers in devising their own questions

- effective participators and team workers through the use of group work.

### **What might learners do next?**

Learners can produce guidance sheets and Top Tips for completing tasks. They can write additional questions to ensure that all aspects of safeguarding are addressed. They may also develop a 'safeguarding pack' as part of a summative assessment activity.

### **Embedding literacy, language and numeracy**

The activity involves written and oral communication skills. It also provides opportunities for assessing group interaction, problem solving and presentation skills.