



Social Care Innovation Fund

Volunteer Support

Training Plan

Time		
10.00am	Introductions and ice-breaker Working Agreement/Aims for the day/Hopes and fears	MP and WS
10.15am	Volunteer Supporter Role <ul style="list-style-type: none"> • Description – brief background • Where it fits in – flow chart A • What can we do – flow chart B • What do we need to know 	WS All
11.30am	How do we build relationships Understanding barriers – stereotyping, barriers to access Active listening – emphasis on not bringing own experience Confidentiality	MP WS MP
12.00pm	Lunch	
12.30pm	How we keep parents and children safe Safeguarding and disclosures	MP
1.15pm	How do we keep ourselves safe Boundaries Lone working Recording information	MP MP WS
2.00pm	Recap and what next	

Name	Introduction/icebreaker/ aims /hopes and fear
Time	15 minutes
Tools/resources	Flipchart and pens, name stickers, pens
Intended Learning Outcomes	Learners will understand the plan for the day and aims of the session Learners will reflect on their hopes and fears for the session
Steps and objectives	<p>Introductions, name stickers and icebreaker</p> <p>Working agreement – to include Confidentiality and its exceptions.</p> <p>Turn taking in conversation.</p> <p>Respect for the views of others whilst having their own views respected. Need for minimal intrusion. (mobiles)</p> <p>Aims – describe plan/aims of the day</p> <p>Hope and fears</p> <ul style="list-style-type: none"> – ask volunteers to describe their hope and fears – record on flip chart

Name	Volunteer Supporter role description
Time	75 minutes
Tools/resources	Flipchart and pens, Flow chart – whole process Flow chart – volunteer advice options Recording table of FIS, Short Breaks, CHDT, Parent Mentoring,
Intended Learning Outcomes	Learners will understand how their role fits into the overall process for families with disabled children accessing information and services. Learners will be able to describe the different ways they can signpost and provide support; Short breaks, CHDT, Parent Mentoring, Parent Support Groups, FIS
Steps and objectives	<p>Description – brief background to the project and the role</p> <p>Where it fits in – using flow chart A describe the new approach for families with disabled children who want advice and support accessing information and support.</p> <p>What can we do – using low chart B highlight how the role fits in and what options are available to supporters</p> <p>What do we need to know – using a ‘carousel’ approach members of the group describe the following options for support and advice; CHDT, Short Breaks, Parent Mentoring, Parent Support Groups, FIS</p> <p>Using the flow charts Learners will be able to identify who they will be supporting</p> <p>Using the recording tables learners will be able to describe each of the options available to them to offer information and support.</p>

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Option	Description	Contact
Short Breaks		
Child Health and Disability Team		
Parent Groups		
Family Information Service		

Parent Mentoring Service		
SENIASS	<p>ASS are statutory services, with a duty to provide information, advice and support to disabled children and young people, and those with SEN, and their parents. The service has moved towards delivering SEND advice related to the law around education, health and social care. The obligations and expectations of an IAS Service are set out in the Code of Practice, 2014.</p>	<p>01904 554312 E: yorksendiass@york.gov.uk</p>

Name	Barriers and anti-discriminatory practice
Time	15 minutes
Tools/Resources	
Intended Learning Outcome	<p>Learners will be able to reflect on stereotyping, prejudice and discrimination and become aware of barriers in society and how to use an anti-discriminatory stance in their work.</p> <p>Learners will understand how different groups are treated in society.</p> <p>Learners will understand how it feels to be treated differently.</p>

<p>Steps And objectives</p>	<ol style="list-style-type: none"> 1. Re-iterate diversity and anti-discriminatory practice is fundamental to cyc. 2. Explain learning outcomes 3. Understanding Terminologies 4. Ask the group to brainstorm what they think that the three words stereotype, prejudice and discrimination mean. Trainer records on flipchart. Learners will understand key owrkds and meaning and reflect on anti-discrim good practice 5. Group discussion: Who today in UK might be discriminated against because of visible or invisible aspects of their identity? Do these include any of the parents who contact us? 6. Diversity The notion of diversity covers universal acceptance and respect and implies that each individual is unique whilst recognizing our individual differences. 7. Exercise Ask volunteers to stand against a wall. Give each a role and ask them not to reveal their role. As you read out a statement if the statement applies to the learner they should take a baby step forward, if not they stay where they are. Trainer then reads out a number of statements. When the trainer has read the statements, the learners are asked to reveal their role and the trainer discusses with the group how each feel about how far they have moved and how society stops them. 8. Exercise – ask volunteer to identify barriers for our parents and record. Include: <ul style="list-style-type: none"> – Access – physical and technological – Disability – Travel (support local) – Learning difficulties – Mental Health <p>How could they get over these challenges? Learners will complete ‘Barriers to contact – barriers to support’ table, and identify ways to overcome barriers for parents.</p>
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Discrimination and Barriers exercise (Roles)

You are a young dad, ex drug addict on a methadone programme	You are a single mum with 2 children. You are Bi Polar	You are a middle aged woman with 3 children and you have a learning disability
You are a disabled young man who uses a wheelchair	You are a white gay woman	You are a mum of 2 young children. You have agoraphobia
You are a 16 year old girl who is pregnant and homeless	You are a woman with Downs syndrome living with foster carers	You are a young mum living on the 13 th floor of a block of flats
You are a young white woman	You are a young man with depression	You are an ex alcoholic with 2 children
You are a young man who is HIV positive	You are a black man sleeping rough	You are a young dad living on the 13 th floor of a block of flats

Barriers exercise (statements)

Can you easily..?

Use public transport?

Expect consistent medical care?

Kiss your boyfriend or girlfriend in public if you want to?

Go shopping when you want to?

Use public toilets?

Feel safe outside after dark?

Expect to make a successful career in business or politics?

Expect to be judged on more than just looks?

Expect to get good qualifications if you work hard?

Keep in touch with immediate family?

Invite friends home?

Keep your belongings safe?

Explain how you are living where you are?

Expect others to take your opinions seriously?

Name	Listen Up
Time	10 mins
Tools/Resources	None
Intended Learning Outcome	Learners will understand active listening and demonstrate the skills that this involves. Learners will understand its role in building relationships
Steps	<p>1 Activity Ask volunteers to get into pairs, give each person a role 'listener' and 'talker' Secretly tell listeners to display poor listening skills for the first minute and then good listening skills for the second minute. Tell the talkers to thin about something they are passionate about and talk about for 2 minutes.</p> <p>2 Ask group to reflect and identify good listening skills and why they are important. Discuss active listening</p> <p>3. What do we need to consider when communicating with the people we support?</p> <p>4. What do we need to avoid when talking to parents/carer? Ensure discussed avoiding bringing own feelings/situation to the match.</p>

Name	Keeping Confidences
Time	10mins
Tools/ Resources	Post it notes for all
Intended Learning Outcome	Learners will understand why confidentiality is important And Understand the repercussions of breaking confidentiality.
Steps	<p>1. Explain the intended learning outcome of the session.</p> <p>2. Provide volunteers with a post it note.</p> <p>3. Ask the volunteers to write a secret that nobody knows. Ask them to fold the post into quarters, stand in a circle ask volunteers to hold secret in had and apss to person on left.</p> <p>Ask</p> <ul style="list-style-type: none"> - How did the volunteer feel writing down the secret? - How did it feel not being able to ask any questions? - How do they feel now someone else has it? - What do they think the trainer will do with the information? - Do the people we support have a choice about where their info goes? <p>The trainer gives back all of the post it notes to the volunteers</p> <p>4 Feedback (verbal)</p> <ul style="list-style-type: none"> - Has anyone had a confidence broken or broken a confidence? - How does it make us feel? - Why is confidentiality important in this role? – highlight safety! - What happens if we break it? <p>Ensure discuss;</p> <ul style="list-style-type: none"> • Explain that York is really really small and that this means that confidentiality has to be even more strictly followed. • Disability circles are even smaller - 2 special schools. • How would they feel if they heard their family being discussed in the playground? • Talk to Michelle about your family – not other people.

Name	Safeguarding and disclosure
Time	45 mins
Tools/ Resources	Disclosure scenarios
Intended Learning Outcome	<p>Learners will understand what we mean by abuse and be able to identify the 4 different types of abuse. Learners will start to develop have an understanding of why disabled individuals more at risk from abuse.</p> <p>Learners will demonstrate ability to understand and follow CYC's guidelines on reporting safeguarding concerns.</p>
Steps	<ol style="list-style-type: none"> 1. Discuss need to complete CYC online child protection training and safeguarding children is everyone's responsibility. 2. Using powerpoint slides discuss safeguarding; national policies how enforced at a local level - thresholds for referrals and service involvement; categories particular emphasis on potential extra vulnerabilities of children with a disability 3. Activity – ask volunteers to work in pairs and list why disabled children may be more at risk draw out communication, number of people providing intimate care, physical, fear of losing services, capacity to say no or understanding what is inappropriate, privacy to disclose 4. Discuss what to do if have a concern - always report 5. Activity – ask volunteers to look at the scenarios given and decide on category of abuse and what they would do and when.

Safeguarding scenario's Project Manager Answers

<p>1. You arrive at the meeting and mum brings her ex partner there. You were informed by your project manager that he is not allowed any contact with the children or mum.</p>	<p>2. You are matched to a family of 6 children. Mum tells you that she is pregnant again but is going to have the pregnancy terminated.</p>	<p>3. Mum tells you that Sharon her eldest daughter, (15) who has learning difficulties has an older boyfriend who buys her clothes and has given her a mobile phone. Sharon has become secretive and is staying out later.</p>	<p>4. When you arrive to a meeting and the daughter with severe epilepsy has some bad bruising to the face, including a black eye.</p>
<p>Considerations Any immediate protections issues for children or mum? If so call police and remove self and children and mum if possible. If not tell mum you know s/he is not meant to be there, preferably when s/he is not in the room and that you will need to share this with your manager. Manager would then share with PM, SW or CFD</p>	<p>Considerations You may have your own moral, ethical or religious views but none are appropriate to share with this mother.</p>	<p>Considerations Concern is of child sexual exploitation. Share with manager who would then share with PM, SW or CFD</p>	<p>Considerations How old is the child? How often does this child normally fit? Are there any child protection issues of a physical nature you are already aware of? Talk to mum in normal way about what happened, when and how etc. If happened during a fit and couldn't be avoided then reassure parent. If concerns about other causes then share with manager who would share with PM, SW or CFD</p>
<p>Safeguarding category Depends if mum welcoming / inviting with ex partner in. If yes, it is neglect (of protection) if not then may not be any category if she has behaved appropriately.</p>	<p>Safeguarding category none</p>	<p>Safeguarding category Possible sexual abuse</p>	<p>Safeguarding category None, physical or neglect</p>

<p>5. On the phone mum tells you that her ex-partner used to hit her and the children and she thinks that is why her children have problems.</p>	<p>6. You have a cup of tea with mum. She says that she feels really low at the moment and just wants to spend all day in bed.</p>	<p>7. Mum tells you that last night her husband shouted at their 4 year old daughter and locked her in the shed because she didn't eat her tea</p>	<p>8. Mum tells you she smacked her 6 yr old because he wouldn't go to the toilet.</p>
<p>Considerations This may not be new information and could already be well understood by those working with the family. Either way listen and in talking to mum reassure yourself nothing happening now that puts any in the house at immediate risk and then share with manager who may share with PM or CFD.</p>	<p>Considerations Talk to her and advise about seeing GP or other appropriate services for help with mood issues. Or just listen and ask what they would like to happen.</p>	<p>Considerations Where is he now, where is child, make sure both safe. Then listen to mum and tell her it was not acceptable for that to happened and you must share with manager who will share with PM, SW or CFD.</p>	<p>Considerations Smacking can range from a tap to a hard hit/thump or worse. Hard to establish this. Try to consider proportionality – how hard given the circumstances. This is not illegal but equally not advisable. Share with PM</p>
<p>Safeguarding category Neglect</p>	<p>Safeguarding category none</p>	<p>Safeguarding category Physical and possibly emotional</p>	<p>Safeguarding category Possible physical abuse</p>

Name	Maintaining Boundaries
Time	15mins
Tools/ resources	Boundary cards.
Intended Learning Outcome	Learner will understand the importance of setting and maintaining boundaries and look at the difference between personal and mandatory boundaries.
Steps	<p>1. Ask volunteer to brainstorm examples of boundaries we set and why and their own personal boundaries when working with the people we support.</p> <p>2. Feedback (verbal)</p> <ul style="list-style-type: none"> - What were the mandatory boundaries? – prompt if any are missed. - What were the personal boundaries? – prompt if any are missed - Why are boundaries important? - When should they be set? <p>3. Ask volunteers to get into pairs Activity</p> <p>4. Provide each pair with a set of Scene setting cards. ask volunteers to take turns reading out and answering scenarios.</p> <p>Feedback (verbal)</p> <ul style="list-style-type: none"> - What were the trickiest scenarios? - How were they dealt with? - Are any left unresolved? - How comfortable do people feel saying no?

Name	Risk Awareness
Time	15 mins
Tools	Exercise: Handling Risk Worksheet Flip chart and pen for trainer.
Intended Learning Outcome	Learners will understand the importance of assessing risk for all parties. And demonstrate ways of keeping safe when volunteering. Learners will understand importance of keeping in touch and buddy system.
Steps	<ol style="list-style-type: none"> 1. Explain the intended learning outcome of the session. 2. Ask volunteers to list possible risks of lone working <i>Being alone – no one else</i> <i>Not knowing risks in the family</i> <i>Situation could change, escalate</i> <i>Stranger in meeting</i> <i>Animals</i> <i>False accusations</i> - What should volunteers consider when travelling to their match? - What should volunteers consider during their match? - What should volunteers consider on the way back? 6. Run through handout discuss Preparation, arrival, situation awareness, exit strategies, de-escalation techniques, report any changes in family situation. 7. Buddy System ..

Name	Record keeping
Time	15 mins
Tools	Examples of record keeping documents
Intended Learning Outcome	Learners will understand the importance recording details of sessions with parents – online, face to face or telephone
Steps	<p>1, Describe importance of having records of contact time with parents,</p> <ul style="list-style-type: none"> – not onerous but must record main discussion points and outcomes. – Please send to PM asap – Parents will have access to these – they must not stored or kept beyond support period. <p>2. Illustrate using 'Record of contact forms</p> <p>..</p>