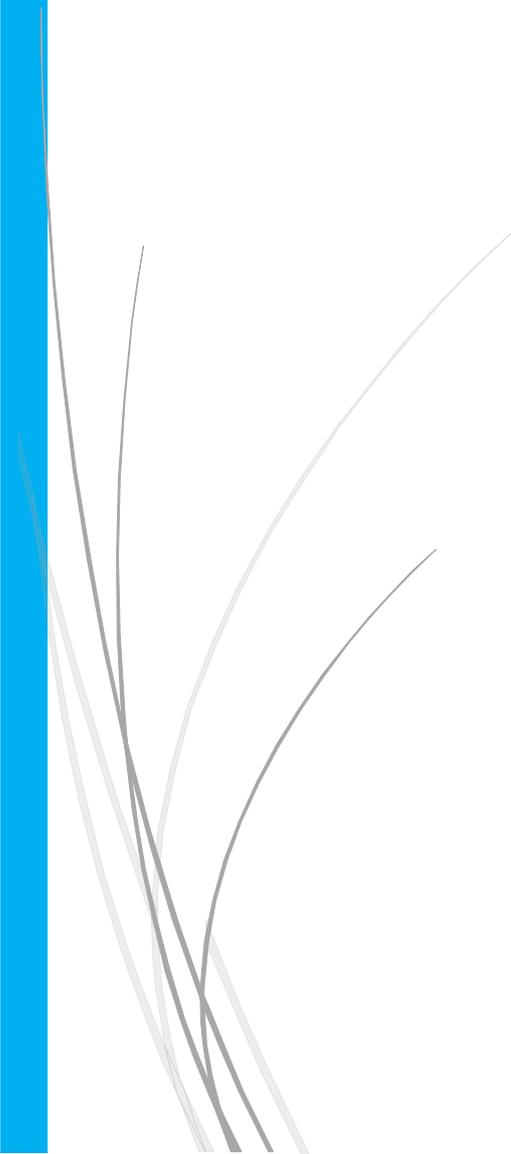


# PRIORITY 1-54



## **Safeguarding Training and Support for Children and Young People 2019-20**



<b>Content</b>	<b>Page</b>
Previous and Current Partners.....	<b>2</b>
Testimonials.....	<b>3</b>
Welcome.....	<b>4</b>
A Safeguarding Approach to Bullying Behaviour.....	<b>6</b>
Anti-Bullying Week 2019: Change Starts With Us.....	<b>6</b>
Bystander Intervention Programme.....	<b>7</b>
Creating Positive Lunchtimes: MDSA Training.....	<b>7</b>
Digital Resilience Training.....	<b>8</b>
• Safeguarding Children and Young People Online.....	<b>8</b>
• Parenting in a Digital World.....	<b>8</b>
• Digital Safeguarding for School Governors.....	<b>9</b>
• Safer Internet Day 2019.....	<b>9</b>
• Managing Your Online Reputation (Staff).....	<b>10</b>
• Managing Your Online Reputation (Students).....	<b>10</b>
Maps to Manhood: Positive Respectful Relationships.....	<b>11</b>
Proud To Be Me: Resilience Workshops for Girls.....	<b>11</b>
Restorative Peer Mediation (RPM) Training for Students.....	<b>12</b>
Student Transition and Resilience Training (START).....	<b>12</b>
Think: Protect: Connect: Prevent Training.....	<b>13</b>
Youth Loneliness and Social Isolation.....	<b>13</b>
Testimonials from Children and Young People.....	<b>14</b>
Arts Award.....	<b>15</b>
Youth Voice.....	<b>15</b>
Supporting Children and Young People.....	<b>16</b>
Workshops for Parent and Carers.....	<b>18</b>

**OUR GOALS ARE TO INFORM, INSPIRE, EMPOWER.**

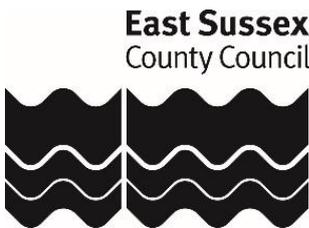
**Previous and Current Partners**



Supported by  
**ARTS COUNCIL  
ENGLAND**



vincent  
dance  
theatre



## **Testimonials**

### **Working with schools**

***'Working with Priority 1-54 has had a hugely positive impact on our KS2 to KS3 transition. Their targeted and honest work has led to brilliant discussions about the positive changes and any concerns around transition. Every school should benefit from this'*** [Deputy Head, Harbour Primary & Nursery School talking]

***'The work that Priority 1-54 has been doing has really helped develop our equalities work, challenging the stereotypical male role model. They have developed a programme for us that uses the experiences of both male and female students that is relevant and engaging and will now allow us to roll this out through the forthcoming year'*** [Head of Inclusion, Bexhill Academy]

### **Training delegates**

***'I have produced a long list of ideas generated from the training, which was very engaging, and I really liked the resources which I can use for our transition taster events'*** [Secondary Transition Lead, Transition Training]

***'This was a great workshop that was packed full of ideas. The presentation was excellent and informative with lots of practical ideas to take back to school'*** [Secondary PHSE Lead, Maps to Manhood Training]

***'This is one of the best training sessions I have attended with practical advice on what to do and where to access further support when dealing with online safety issues'*** [Early Help Practitioner, Parenting in a Digital Age]

### **Workshops for parents and carers**

***'The presenter was excellent. The workshop was invaluable and every parent of girls should be offered the opportunity to attend the workshop'*** [Parent, Proud To Be Me workshop]

***'John was really engaging and enthusiastic, and although it sounds funny given the subject, it was actually an enjoyable 2 hours!'***  
[Parent, Proud To Be Me workshop]

## Welcome

Welcome to Priority 1-54's essential safeguarding training brochure, updated for 2019-20. With over 20 years' experience of delivering high-quality training across a wide range of safeguarding areas, our interactive training will appeal to all learning styles and motivate you to move forwards and make positive changes within your setting.

## Revised for 2019-20

Our training is continually informed by current and evolving safeguarding procedures; child-focused so that the voice of the child remains paramount; the new OFSTED Inspection Framework for schools; local and national policy development e.g. White Paper Online Harm; the commissioning of new training programmes; is evidence-based; and includes learning from our youth-led projects undertaken during 2018-19.

## Who we are?

**John Khan**, Lead Trainer and Workshop Facilitator, has over 23 years' experience researching and supporting the needs of at-risk and vulnerable children and young people and has developed and delivered numerous national safeguarding training programs to hundreds of teachers and support staff.

John has a deep knowledge of and is experienced in training and guiding schools and youth settings in the successful implementation of resilience, online safety and transition programmes.

**Tom Goulden**, Youth Voice and Arts Educator, is a qualified Youth Worker and specialist Youth Arts Worker with over 15 years' experience supporting vulnerable children and young people in schools and youth settings.

With a degree in Fine Art, Tom uses inclusive creative arts-based approaches to engage children and young people to promote learning and understanding. He is highly skilled in providing intensive individualised interventions, specialist targeted support and workshops in schools, youth settings and the community.

## Why choose us?

Our training is delivered through a mix of presentations, interactive discussions and instantly useable resources to enable practitioners to embed learning immediately. Our training is underpinned by evidence-based practice drawn from our youth-led projects and research.

Unlike other training providers, we offer direct access to all our training materials and resources. This means delegates can cascade learning

quickly and use our resources to inform their practice and support with children and young people.

### **Who should attend?**

All our training courses are open to schools and colleges, children's workforce, the independent sector, adult services and voluntary organisations. We keep our training and our language friendly and engaging.

### **Bespoke training**

Our training can be delivered at a time and location of your choice and tailored to the specific needs of your school/organisation. As the training takes place at your own venue, there is no staff travel, no time away from the workplace and no expenses often associated with attending public training courses.

### **Charges**

The cost of twilight or Governor training is £175. For a half-day or full-day bespoke training, the costs are £300 and £425 respectively. For completely new training programmes we do charge a small development fee.

### **How to book**

All our training events can be booked and paid for online. However, we will invoice and accept BACS payment. Our training partners may use other booking and payment arrangements, but these will be made clear on all relevant training documents.

### **Cancellation policy**

Please note if a cancellation notice is received less than 5 working days prior to the training date the cost is non-refundable. We will make every effort to transfer your booking to a later course date but where this is not possible Priority 1-54 reserves the right to retain 100% of the cost of the booking.

### **Need more information?**

For more information about any of our training offer, projects or workshops please contact John Khan tel: 07846 137 597 or Tom Goulden tel: 07511557634. Alternatively, email [john.khan@priority154.com](mailto:john.khan@priority154.com), [info@priority154.com](mailto:info@priority154.com) or visit our website [www.priority154.com](http://www.priority154.com)

## **A Safeguarding Approach to Bullying Behaviour**

Updated to take account of the new OFSTED Inspection Framework and new research, this essential training provides an all-round grasp of the key principles relating to bullying behaviour and offers a 'solution focused' casework approach to respond quickly and effectively to incidents of bullying.

### **By the end of this course, delegates will be able to:**

- Understand the current research and policy changes relating to bullying behaviour
- Recognise bullying as a safeguarding concern and the impact on well-being and mental health
- Support those affected by bullying behaviour using a clear 'solution focused' approach
- Build children's resilience so they can deal with bullying situations with minimal adult intervention

---

## **Anti-Bullying Week 2019: Change Starts With Us**

We provide schools, colleges and community organisations with an opportunity, exploring the theme '**Change Starts With US**' to empower schools, parents and young people to understand how small changes can make a big difference in tackling bullying behaviour.

This popular training event provides delegates with access to a wide range of resources including assembly outlines and lesson plans to support this year's theme.

### **By the end of this course, delegates will be able to:**

- Understand that it takes a collective responsibility to stop bullying online and offline
- Embed learning immediately by using a range of education-based resources to engage children and young people in activities for Anti-Bullying Week 2019
- Respond effectively when children and young people report being bullied

## **Bystander Intervention Programme (BIP)**

Our new Bystander Intervention Programme (BIP) is designed by both staff and young people and explores the positive role bystanders can take in conflict situations and the barriers that prevent bystanders from intervening.

Our BIP aims to turn bystanders into 'upstanders', where young people are empowered to take positive action by 'calling out' unkind banter, offering support to those being targeted or asking peers or adults to help in conflict situations.

### **By the end of this course young people will be able to:**

- Understand what a bystander is and how to change bystanders into upstanders
- Recognise the barriers that prevent adults and young people from intervening when they hear or see conflict situations in school or online
- Explore and role play a range of strategies to empower young people with the skills to confidently and safely intervene in offline and online conflict situations

---

## **Creating Positive Lunchtimes: MDSA Training**

This training recognises the hugely important role that Midday Supervisor Assistants (MDSAs) play in schools:

- They act as school 'counsellors', listening to children's worries and problems
- Reinforce PSHE messages around friendships and bullying behaviour, and promote healthy eating
- Facilitate positive play during lunchtime.

### **By the end of this course, delegates will be able to:**

- Understand the importance of implementing a lunchtime/ playground charter and how this can be consistently applied by MDSAs
- Identify the benefits of zoning playgrounds as a creative and low-cost way of promoting positive play activities
- Use a range of basic mediation techniques to address friendship problems and bullying behaviour before they escalate

## **Online Safety**

We have developed several interactive online safety training programs addressing concerns highlighted in the governments White Paper Online Harms [2019] and that support the Education for a Connected World covering topics such as digital resilience, the non-consensual sharing of intimate pictures, online relationships, cyberbullying and the impact of social media on mental health. While our training recognises the online risks encountered by children and young people, our aim is 'prepare and not scare'.

## **Safeguarding Children and Young People Online**

This recently commissioned online safety training will enable Level 3 and 4 practitioners to 'enhance' and inform their assessments (and reassessments) of vulnerable families where children and young people may be exposed to potential online risks.

### **By the end of this course, delegates will be able to:**

- Understand what is meant by digital resilience and the relationship between risk, protective factors and digital resilience
- Identify and address the potential online risks when working with vulnerable children and their families
- Build children and young people's 'digital resilience' to navigate the online world safely

---

## **Parenting in a Digital Age**

Parents/carers have a crucial part to play in keeping their children safe online. However, the online activities of parents/carers and their lack of knowledge or understanding of the online world may place a child at risk of harm. This course complements the training outlined above and is designed for practitioners to make critical judgments about the use of digital technologies when working with vulnerable families and how to work collaboratively with parents/carers to build digitally resilient families.

### **By the end of this course, delegates will be able to:**

- Understand what is meant by digital resilience and the relationship between risk, protective factors and digital resilience
- Apply a range of strategies to support vulnerable families
- Empower parents/carers with knowledge and skills to make more informed decisions to protect their children online

## **Digital Safeguarding for School Governors**

The Department for Education have highlighted key features of effective practice in relation to online safety in schools and the vital role School Governors play in supporting and implementing online safety across their schools.

### **By the end of this course, delegates will be able to:**

- Fully informed about current policy and procedures relating to online safety and the duties and responsibilities of education and safeguarding professionals
  - Recognise the online risks posed to children and young people
  - Understand what is meant by the term 'digital resilience'
  - Feel equipped to deal with online bullying experienced by members of staff
  - Consider the important role that parents/carers play in safeguarding their children online
- 

## **Safer Internet Day 2020**

Safer Internet Day (Feb 4<sup>th</sup> 2020) has become a landmark event in the online safety calendar. The training provides delegates with an opportunity to focus on the theme for Safer Internet Day 2020.

A key feature of the training is to look at how schools and youth settings can best equip children and young people with the digital literacy skills they require for today's world, and how to support them if they encounter problems online by giving them the skills, resilience and confidence they need to navigate the internet safely.

### **By the end of this course, delegates will be able to:**

- Understand the vital role schools and youth settings play in safeguarding children and young people from a range of online issues
- Empower children and young people to make the best possible use of their online world
- Embed learning immediately by using a range of resources to engage children and young people
- Understand the important role parents/carers play in keeping children safe online

## **Managing Your Online Reputation (adults)**

With the ongoing rise of social media, it's getting harder to separate our personal and professional lives, with the distinction between the offline and the online world becoming ever more blurred.

For teachers and youth practitioners their online reputation isn't just about what they post online, it's about how, where and when they post it, and when they say it.

### **By the end of this course, delegates will be able to:**

- Understand how to use social media without bringing their school/organisation/ profession into disrepute
  - Recognise online behaviour that could warrant disciplinary and how to avoid the potential pitfalls
  - Mitigate the risks associated with personal use of social media and practical steps to manage their online reputation
- 

## **Managing Your Online Reputation (students)**

We offer workshops for Year 10, 11, 12 and 13 students recognising the importance of creating a positive online identity and reputation in today's digital age. We offer bespoke workshops related to specific courses or career pathways young people might be taking, e.g. in teaching or childcare.

### **By the end of this course young people will be able to:**

- Appreciate the importance of creating a positive online reputation
  - Recognise the potential pitfalls of posting inappropriate information online including sexually explicit pictures and inappropriate comments
  - Understand how FE and HE Admissions Officers and employers use information placed on social media platforms such as Instagram, Snapchat, LinkedIn, Twitter, etc. as a screening tool for potential students/employees
- 

## **Maps to Manhood (M2M)**

This highly interactive training provides strategies to address the growing concern of peer-to-peer sexual violence and harassment in schools, colleges and youth settings.

The training draws directly on our Maps to Manhood programme with young men, exploring how traditional forms of masculinity negatively impact on young men's sense of identity, social relationships and mental health, and work through resources and activities to help young men make a safe passage into manhood.

**By the end of this course, delegates will be able to:**

- Better understand the context and prevalence of sexual harassment in schools and the community
- Recognise best practice principles in delivering a 'whole school approach' for reducing 'harmful sexual behaviour' with prevention at its core
- Understand the need to develop a gendered approach to mental health especially for prevention, early intervention and stigma reduction programmes
- Embed learning immediately using curriculum-based materials that explore gender stereotypes, toxic masculinity and emotional resilience for young men and women

---

### **Proud To Be Me: Understanding Girls Friendships**

This training has been updated to take account of new research and concerns about young girls' social media use and mental health, gender inequality and experiences of school-based sexual harassment.

This hugely popular training draws directly from our work with girls and young women, provides an insight into the dynamics of girls' friendship groups, and explore practical strategies aimed at: developing emotional resilience and empathy, forging good friendships, managing feelings such as jealousy, and dealing positively with offline and online friendship problems.

**By the end of this course, delegates will be able to:**

- Improve resilience, self-esteem and self confidence among girls and young women
- Better understand the dynamics of friendship groups and cliques and the nature of 'relational aggression' among girls
- Recognise the impact of social media on friendships, cyberbullying and wellbeing
- Empower girls to navigate friendship problems and 'relational aggression' positively

### **Restorative Peer Mediation (RPM) Training**

Children and young people play a vital role in supporting each other both in and outside of school. The Restorative Peer Mediation training will enable young people to respond positively to other young people's concerns, and to mediate low-level disagreement by providing them with active listening, cooperation and problem-solving skills.

**By the end of this course, delegates will be able to:**

- Understand the types of conflicts that take place between young people
  - Use a range of effective communication skills including active listening and paraphrasing
  - Apply restorative mediation techniques to deal with disagreements between peers
  - Understand the importance and the principles of confidentiality and disclosure
- 

### **Student Transition and Resilience Training (START)**

The transition from primary to secondary school involves many changes that can be both exciting and worrying to children and their families. Alongside the excitement of making new friends, being treated in a more adult way and learning new things, comes uncertainty about exactly what the new school will be like, worries about strict teachers and homework, not being able to make friends and being around older students.

**By the end of this course, delegates will be able to:**

- Understand the risks and resilience factors that impact on a child's ability to cope with transition
- Identify vulnerable children and know how to support those most at risk when making the move to secondary
- Embed learning immediately using a range of resources promote resilience, improve self-esteem, confidence and the development of key friendship skills.

## **Think: Protect: Connect – Prevent Training**

The aim of this training is to provide delegates with the confidence and skills to deliver our Home Office funded resource Think: Protect: Connect aimed at safeguarding children and young people from online radicalisation and extremism.

### **By the end of this course, delegates will be able to:**

- Understand the vital role schools and youth settings play in safeguarding children and young people from radicalisation and extremism
- Feel more confident in addressing sensitive and controversial issues
- Deliver the Think: Protect: Connect and other national resource designed to safeguard young people against radicalisation
- Challenge extremist narratives and promote the positive exchange of ideas through the promotion of critical thinking skills

---

## **Understanding Youth Loneliness and Social Isolation**

How do youth loneliness and social isolation impact on children and young people? Do digital technologies and social media reduce or increase the impact of loneliness and the likelihood of online risk-taking among young people?

These are just some of the issues explored in this training, based on our nationally funded project undertaken to develop and pilot youth-led resources to enable practitioners to sensitively explore youth loneliness with children and young people.

### **By the end of this course, delegates will be able to:**

- Use evidence-based practice to support children and young people at risk of youth loneliness and social isolation
- Understand the stigma surrounding youth loneliness and its impact on wellbeing and mental health
- Feel more confident in addressing sensitive issues with children and young people using a range of youth-led resources
- Hear first-hand about our Building Connections Youth Loneliness Project

## **Testimonials from Children and Young People**

### **Maps to Manhood programme**

*'I liked that we talked about things in depth like men don't have to hide their feelings...I'll remember these workshops'* [Year 6 student]

*'You can say what you want in the workshop without feeling embarrassed'* [Year 9 student]

*'It's okay to express my feelings, no matter who is around'* [Year 10 student]

### **Proud to Be Me programme**

*'I have learnt not to fall into the trap of being the queen bee'* [Year 6 student]

*'I learnt you don't always have to fight when you fall out with someone'* [Year 7 student]

*'People could talk and share personal things without being laughed at'* [Year 8 student]

### **Student Transition and Resilience Training**

*'I enjoyed the workshop because I feel more excited about going [to school] and I feel more prepared to go'* [Year 6 student]

*'John made me feel like I don't have to worry as much as I do, because there are people at school who can help me if I have a problem'* [Year 6 student]

*'Talking in class was good because other people had the same worries as me'* [Year 6 student]

### **Think: Protect: Connect**

*'We learnt about the proper definitions of extremism'* [Year 10 student]

*'I learnt that there's not much difference between persuasion and propaganda'* [Year 13 student]

*'I learnt how extremist groups use propaganda online'* [Year 7 student]

## **Arts Award Offer**

Our Youth Voice and Arts Educator offers alternative creative arts accreditations for children and young people in a variety of settings.

The Arts Award is a national accreditation programme that allows children and young people bespoke accreditation for creative interests they may already have.

This can include:

- One-to-one support for vulnerable children and young people who may not be accessing full-time education or work outside of the usual class setting
- Troubleshooting and support to your organisation to ensure you achieve the Arts Award and are ready for moderation
- Support to plan and organise trips to creative events
- Running and delivering the Arts Award over the summer holiday period

Please follow the link below to view a range of artwork produced by children and young people on our gallery webpage.

<https://1drv.ms/f/s!AvUpw5WUIW4kqp1kEID205wKxnp0cQ>

---

## **Youth Voice**

A key aspect of our work is developing young people's leadership, debating, critical thinking and problem-solving skills to enable them to become change agents, youth leaders and active citizens.

All our projects take a collaborative 'asset-based approach' to utilise young people's perspectives, knowledge and experiences to identify positive solutions to the barriers they face - recognising that the most effective change agents are young people themselves.

We believe in the transformative power of arts-based learning and how inclusive visual arts can be used to inform, inspire and empower children and young people to creatively engage in youth democracy and investigate social issues they feel passionate about as a mean of bringing about social change.

**Art of Change** is our new Arts Council funded project aimed at empowering 10 youth voice groups through the use of creative arts-based learning approaches, to design their own visually creative 'Manifesto for Change' to raise awareness about key issues affecting young people.

---

## Supporting children and young people

We offer a tiered approach, that is solution-focused, delivering 1-1 and group-based resilience building interventions to support children and young people, across primary and secondary schools, colleges and work collaboratively with partners to deliver interventions in the community.

### Tier 1

Intensive individualised interventions: We use high quality, creative arts-based learning approaches with child-centred planning to develop tailored interventions. Progress is monitored, and results used to make decisions about further instruction and interventions.

### Tier 2

Specialist targeted support: We have developed several resilience programmes for children and young people. These include:

- **Maps to Manhood:** Our five-week programme for primary and secondary settings, empowers young men with the skills, self-belief and courage to challenge existing notions of masculinity, gender inequality and the stigma surrounding mental health. We use creative arts-based learning that is engaging, empowering and experiential, moving young men through a three-stage learning process:
- **Proud To Be Me:** Our five-week programme for primary and secondary schools have been carefully designed to create a safe and engaging space for girls and young women to build resilience and talk openly and honestly about their friendships, while gaining new skills to address friendship problems assertively, through group discussions, role play, and interactive activities.
- **Student Transition and Resilience Training (START):** Five-week programme offering a great platform for children to address fears they have about making the transition to secondary school; from managing the changes that secondary school brings, to making new friends, and help-seeking behaviour.

- **Think: Protect: Connect.** Five-week programme to support vulnerable children and young people deemed to be at risk of radicalisation and extremism.

### Tier 3

All our workshops are designed to be fun, inspiring, educational to create a strong foundation in a wide variety of subjects. We also can also develop more bespoke workshops to respond to specific incidence or issues.

Though not exhaustive, our most popular workshops include:

- Bystander behaviour
- Building a positive sense of identity and belonging
- Promoting digital resilience and online safety
- Promoting positive friendship skills
- Exploring key themes for Anti-Bullying Week
- Dealing with transition from primary to secondary school

---

### Workshops for parents/carers

We offer a variety of workshops for parents/carers and though not exhaustive, these include:

- **Anti-Bullying Workshops** for parents/carers to explore the definitions of friendship problems and bullying behaviour; offering an overview of the settings' preventative measures and how it responds to friendship and bullying incidents.
  - **Media Mums and Digital Dads:** This practical, no nonsense, workshop provides an overview of the latest research relating to children's online behaviour, how to keep children safe online, the latest trending Apps and games; and most importantly, how to talk openly and honestly to children about their online behaviours and experiences.
  - **Supporting Friendships:** This engaging workshop provides parents/carers with the tools to explore the dynamics of offline and online friendships, help their child build empathy and deal with difficult emotions such as jealousy, and how to deal positively with online and offline friendship problems and bullying behaviour
-

## **Bespoke projects**

We are continually looking for opportunities to work collaboratively with new and existing partners. If your setting has a specific requirement or an idea for a new project to support children and young people, we will be happy to discuss your needs, draw up a proposal for your consideration, and deliver an informative and interactive session with staff on your chosen theme.

Where necessary we can work jointly with you to draw up and apply for funding streams and where successful, co-deliver this work.

Date: June 12<sup>th</sup> 2019