

Learning and Learner Support  
A guide for providers in the learning  
and skills sector



# Explaining safeguarding to learners with learning disabilities

# Contents

Who is this resource for?	03
What is the aim of the resource?	03
A cautionary note	03
Who should deliver the workshop?	03
Hints and tips for working with learners with learning disabilities?	04
What is safeguarding?	05
Suggested activities for introducing safeguarding to learners with learning disabilities	06
Activity 1: The dice game	08
Activity 2: Talking Mats	14
Activity 3: Do you feel safe here? An auditing activity	16
Activity 4: A safeguarding charter	18
Activity 5: Safeguarding card game	19
Activity 6: What would staff do if...	22
Activity 7: What do you think?	26
Activity 8: Social stories	28
Activity 9: What makes a good friend?	30
Activity 10: Keeping people safe	31
Activity 11: Hands off my data	33
Briefing sheet	35

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The images used in this resource are from **CHANGE** picture bank.  
The photographs in the document are from Photosymbols.



## Who is this resource for?

This resource is aimed at providers in the learning and skills sector who are working with learners with learning disabilities.

## What is the aim of this resource?

It will assist providers to raise awareness amongst learners of what safeguarding is, what they do if they have a safeguarding concern and empower them to take responsibility for their own safety. It contains ideas for activities, resources and useful websites to introduce the concept of safeguarding to learners with learning disabilities. The activities can be used at any time during the learning programme, although it may be advisable to introduce the topic during induction. Many of the activities could be embedded into the existing curriculum and covered as appropriate. On occasions it may be useful to cover an aspect of safeguarding as issues arise during college/organisation life.

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## A cautionary note:

Some of the content within this session is sensitive and may be difficult to discuss. Some learners with learning disabilities may find it distressing, therefore it is essential to have support available in class and to be aware of the appropriate procedures within your organisation in case issues are raised that may need to be referred.

Additionally, some learners might be accompanied to class with a carer. Appendix 2 contains a briefing sheet aimed at carers supporting learners. We suggest carers have access to and a chance to read it prior to supporting a learner in a safeguarding session.

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## Who should deliver the workshop?

LSIS recommend that anyone delivering this session should:

- be experienced in working with learners with learning disabilities;
- have an understanding of safeguarding and what it entails;

- have an understanding of their provider’s safeguarding policy and practices; and
- have undertaken the first two modules and associated assessment of the LSIS online safeguarding and safer recruitment training (visit [www.leadershiplearning.org.uk](http://www.leadershiplearning.org.uk) for further details).

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## Hints and tips for working with learners with learning disabilities:

These ideas are not exhaustive, but in highlighting them specifically we have considered those most appropriate for dealing with learning, concepts and views pertinent to safeguarding issues.

- Make information accessible – both the written word and the spoken word.
- Make learning participative.
- Encourage peer learning.
- Use learners’ own words, language, materials and personal context as much as possible.
- Be clear about the purpose of any activity and how it relates to the skills being developed and the needs of the individual learner.
- Be aware of your own attitudes and views and how they can unintentionally influence learners.
- Take time to observe what works for a particular learner and what does not. There may be emotional issues that create a barrier to learning and you will need to work through these before learning can take place.
- Remember that learners’ ethnicity is an important aspect of their identity.
- Don’t be too directive – some people with learning disabilities may be likely to say what they think you want to hear.
- Be aware of the language you use and of that used by other learners, including non-verbal communication, and change when appropriate.
- Encourage learners to ask for help. Show that this is acceptable and is not a sign of failure.
- Listen closely to what learners say. Always respond to the content of what someone is saying and not the way they say it.

## What is safeguarding?

### Safeguarding

- Is about making sure the learners and staff in your organisation feel safe.
- Is everyone's responsibility. All staff and all learners need to know what safeguarding is and what to do if they have a safeguarding concern.
- Looks at all types of harm and prevention of these types of harm, rather than just looking at abuse and neglect, as child protection does.
- Is not about eliminating all risk from the lives of young people and vulnerable adults but about learning how to deal with and avoid risks and learn how to deal with the world.
- Policy and practice should be an integral part of an organisation's daily activity and should be at the forefront of both staff and learner minds.

## Suggested activities for introducing safeguarding to learners with learning disabilities:

Staff can choose from the following menu of activities. They have been compiled to take into account the range of abilities learners with learning disabilities demonstrate. Staff delivering this session may well have to differentiate the activities they decide to use with their learners.

### Activity 1

#### The dice game

The aim of this activity is to stimulate discussion around different types of abuse. It could also be used to assess learners' prior knowledge of the different types of abuse.

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### Activity 2

#### Talking mats

The aim of this activity is to provide a communication tool through which learners with learning and communication difficulties can be supported in expressing their views around safeguarding issues.

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### Activity 3

#### Do you feel safe here? An auditing activity

The aim of this activity is to engage learners in exploring the environment in which they learn to identify where they feel safe and where they do not feel safe.

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### Activity 4

#### A safeguarding charter

The aim of this activity is to involve learners in drawing up the organisation's response to safeguarding through the creation of a charter.

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### Activity 5

#### Safeguarding card game

The aim of this activity is to stimulate discussion in relation to what safeguarding includes and what we are safeguarding against.

## Activity 6

### What would staff do if...

The aim of this activity is to ensure learners are clear on the safeguarding policy and procedure, and what would happen if staff have concerns or if learners share a disclosure with them.

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## Activity 7

### What do you think?

The aim of this activity is to encourage learners to consider what they think about certain issues or statements starting with fun, non-contentious statements and moving gradually to more challenging and thought provoking issues around safeguarding.

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## Activity 8

### Social stories

The aim of this activity is to provide learners with a better understanding of people's thoughts, feeling and views on specific safeguarding issues.

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## Activity 9

### What makes a good friend?

The aim of this activity is to help learners explore the meaning of friendship and to identify potentially abusive relationships.

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## Activity 10

### Keeping people safe

The aim of this activity is to read with learners the Keeping People Safe – Easy Read Summary to provide and extend their knowledge and understanding of Safeguarding.

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## Activity 11

### Hands off my data

The aim of this activity is to help learners to think about e-safety.

# Activity 1

## The dice game

### Aim

This game is designed to stimulate discussion and understanding of different types of abuse. It could be used to assess learners' current levels of knowledge and understanding, to reinforce learning and to assess knowledge and understanding following teaching sessions.

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### Task

Learners should be seated in a circle and take turns to throw the dice. The learner who throws the dice is then asked an appropriate question from the list relating to the issue the dice has landed on.

If that learner is not happy to answer then the question can be opened up to the rest of the group. None of the learners should feel under pressure to participate. The question is intended as a starting point for discussion; the time period spent on issues raised around each discussion point can be flexible and should meet the needs of the group. It may be appropriate to reword or substitute different questions depending on the group.

The dice is then passed to the next person to throw.

If any personal issues are raised, safeguarding procedures should be followed and the learner should be supported and encouraged to discuss these concerns in private after the session if they wish.

## Discrimination:

### Q1. What do you think the word discrimination means?

When people say or do bad things to you, or treat you unfairly because you are different.

### Q2. Can you tell me why people might be discriminated against?

Because they:

- have different skin colour;
- have a different religion;
- are disabled;
- are a lesbian or gay;
- speak a different language; and
- because they are old/young;

### Q3. Is it OK to call someone a name because they are different?

No, that could be discrimination.

### Q4. Is it against the law to treat someone with a disability worse than someone else?

Yes, this is discrimination and is against the law.

### Q5. Why do you think people discriminate against other people?

Because they do not know people from cultures and religions that are different to their own.

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## Neglect:

### Q1. What do you think neglect is?

Neglect is when your care or support is not enough to meet your needs.

### Q2. Can you give me an example of how someone could be neglected?

- feeling cold much of the time;
- being hungry much of the time;
- having dirty clothes to wear;
- being unable to wash and keep yourself clean; and
- being put in danger.

### Q3. Is it neglect if you are being stopped from doing things you want to and made to stay at home because no one wants to support you?

Everyone should have choices about what they do with their time although we do have to be realistic.

### Q4. If you are unwell should you be able to go to the doctor?

It is neglect if no one supports you to go to the doctor when you are unwell.

## Financial abuse:

### Q1. What is financial abuse?

This is when someone takes your money or belongings without asking and without your agreement.

### Q2. Can you give an example of financial abuse?

- Stealing money from someone who is vulnerable.
- Being forced to pay for other people's things.
- When you don't have a say in how your money is spent.

### Q3. Where is the safest place to keep your money when you are out?

In a bag done up securely that you can see at all times, or in a safe pocket.

### Q4. Do you think everyone has the right to decide what his or her money is spent on?

Yes, as long as they are able to and, if not, they should have support to help them manage their money.

### Q5. If someone knocked at your door or rang you up offering to lend you money what would you do?

Say NO.

### Q6. If someone asks to borrow money from you, would you let him or her?

Only if you can say yes to the following:

- you know them;
- you want to;
- you have enough money; and
- you know they will pay you back.

### Q7. Sometimes people in the street ask for money for charity or other causes, do you have to give them your money?

No you don't, but you can if you want to give to a particular cause. If you decide to give money to a charity ask to see the person's identity badge.

## Safety:

Q1. What do you feel are dangerous situations where you might need support?

- If someone was abusing or bullying you.
- If someone was knocking on your door late at night and you didn't know them.
- If you were lost.
- If you were getting strange or unwanted calls or emails.
- If someone was following you who you didn't know.

Q2. What could you do if you were frightened and in a dangerous situation?

- Phone or speak to someone you trust.
- Contact the police.

Q3. If someone you didn't know asked you for details of where you lived or for your phone number would you give it to them? Not if you didn't know who they were or the reason for them asking.

Q4. If someone knocked at your door and said they wanted to read your electric meter, what should you ask them?  
To see their identification card.

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## Bullying:

Q1. What do you think bullying is?

Bullying can be physical abuse e.g. hurting someone. It can also be unkind teasing, name calling or constantly ignoring someone.

Q2. If someone you knew was being bullied and was upset, what could you do?

Encourage them to tell someone or tell someone yourself.

Q3. If a group of school children or people on a bus you were on laughed at you and called you names, what should you do?

Ignore them and tell someone what was happening.

Q4. If someone you know keeps asking to use your mobile phone, should you let them?

Not unless you want to and you trust them.

Q5. If you go on a bus on your own where is a safe place to sit?

Near the driver.

## Abuse:

### Q1. What is abuse?

Abuse is when someone does or says things to you to make you feel upset or scared, or that causes you physical pain.

### Q2. There are different types of abuse, Can you name one?

Physical, sexual, emotional.

### Q3. Can you name a type of physical abuse?

Physical abuse can be:

- hitting;
- kicking;
- pulling hair;
- pinching or shaking; and
- giving someone too much medication so they find things difficult to do.

### Q4. Can you tell me what sexual abuse is?

This is when someone makes you do sexual things that make you sad, angry or frightened. Sexual abuse is being touched where you do not want to be touched, such as your private parts, or being made to touch other people in these places.

### Q5. When shouldn't you hug people?

- When they don't want you to.
- When you don't know them.

### Q6. Is kissing sexual abuse?

If you don't want them to, yes!

### Q7. Can you tell me what emotional abuse is?

When people say bad things to hurt your feelings, shout at you or threaten you.

### Q8. Can you give me an example of emotional abuse?

- Calling you names.
- Laughing at you in an unkind way.
- Blaming you for things when it's not your fault.
- Treating you as though you are a child.
- Telling you that are useless.

### Q9. Who might abusers be?

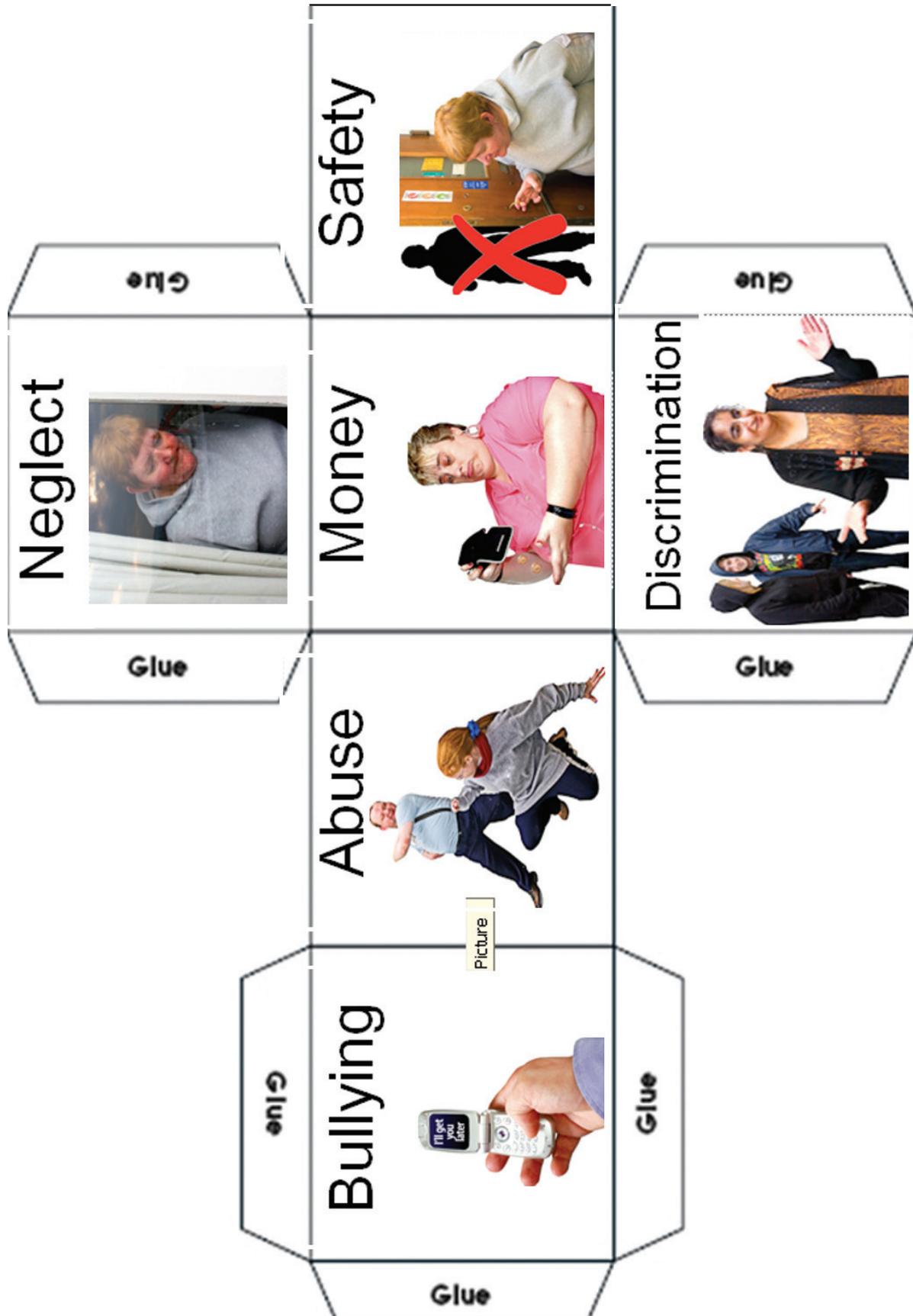
The person abusing you could be a member of staff, a friend, a neighbour, family, or anyone in your community or a stranger.

### Q10. Who could you tell if you think you are being abused?

- A member of staff.
- Someone in the family.
- A nurse or social worker.
- A tutor or manager.
- A friend or neighbour.
- An advocate or advocacy group.

They might want to ask you to tell them more and they may want to report it to prevent it continuing.

The dice game:



## Activity 2

# Talking mats

### About talking mats

Talking Mats ([www.talkingmats.com](http://www.talkingmats.com)) is a low tech communication framework originally developed at Stirling University to support people with communication difficulties which may involve comprehension difficulties and/or expressive difficulties. The framework uses a mat with picture symbols attached as the basis for communication. Learners using Talking Mats will require a level of symbolic understanding.

Talking Mats is particularly useful when seeking an individual's views and/or involving them in decision making. Within the context of safeguarding, tutors can use Talking Mats with learners to identify whom they feel most comfortable with in certain contexts for example by identifying those people they are happy to take them to the toilet or to help them get dressed and those they feel less comfortable with.

Talking Mats are designed to help people with communication difficulties:

- consider and think about issues discussed with them; and
- provide them with a way to effectively express their opinions.

They can help people arrive at a decision by:

- providing a structure where information is presented in small chunks supported by symbols;
- giving people time and space to think about information;
- working out what it means for them;
- saying what they feel in a visual way that can be easily recorded; and

- taking account of all additional non verbal and verbal comment.

The key to a good Talking Mat is:

- the focus that goes into planning the topic;
- the skills of the interviewer in terms of carrying out the interview using the Talking Mats principles;
- the skills of the interviewer in terms of matching the cognitive demands of the question with the cognitive ability and life experience of the individual they are working with; and
- the ability of the interviewer to reflect and adapt their own communication practice and style to match the needs of the interviewee.

Talking Mats training will develop the skills and confidence of an individual in using Talking Mats for a variety of topics and is available from the Talking Mats centre or through an organisation if they have an accredited trainer holding a current Talking Mats training licence.

Within the context of safeguarding, tutors can use Talking Mats for a variety of purposes e.g. by identifying 'people that are special to me', and those people they are happy to take them to the toilet or to help them get dressed and those they feel less comfortable with.

The mats can be used as an ongoing communication tool with symbols updated as appropriate and displayed in the learning space or photographed as a record for learner files or review meetings.

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## Activity 3

# Do you feel safe here? An auditing activity

### Aim

The aim of this activity is to engage learners in exploring the environment in which they learn, to identify where they feel safe and where they do not feel safe.

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### Task

Tutors should introduce this activity by discussing with learners why it is important to feel safe and happy in their learning environment. Together they can list some reasons why it is important to feel safe.

Explain that the session will provide learners with the opportunity to look at places around college/training centre etc. and talk about the places that they feel safe as well as identifying places they feel unsafe.

Depending on the group, tutors may wish to explore the meaning of the word safe.

What does safe feel like? What sorts of places help us to feel safe?

Invite learners to consider somewhere that is their safe place where they feel the most comfortable? Suggestions may be:

- my bedroom;
- at home; and
- in my classroom.

Support learners to describe what it feels like to be there and explain new words that might arise.

secure      protected      comfortable      peaceful  
calm      happy      excited      glad  
relaxed      warm      cosy

Safe means:

- secure;
- protected;
- in safe hands;
- comfortable; and
- predictable.

Move on to explore what unsafe means and how does that feel?

panic      scared      worried      petrified  
horrified      worked up      frightened      anxious  
nervous      confused      vulnerable      angry  
annoyed      frustrated      threatened

Explain that together they are going to draw up a list of places around the college/training centre etc. Tutors can use a site map to help learners list all the places. The group could use a digital camera to photograph all the places and add to an audit list.

At Hereward College learners move around the site taking photos as they go.

If it is a large site it might be an idea to split the group and each small group takes an area of the site.

The audit tool can be differentiated to reflect the skill level of the learners e.g. textbased, symbols and photographs accompanied with simple or more sophisticated responses to record the outcome of the audit.

Having compiled an audit tool, individuals can then assess each area and how safe or unsafe they feel. The outcomes can then be discussed and the group can consider what makes some places feel safe and others unsafe. They could consider what could be done to improve areas where they feel unsafe and any suggestions could be shared with the appropriate managers within the organisation.

## Activity 4

### A safeguarding charter

#### Aim

The aim of this activity is to involve learners in drawing up the organisation's response to safeguarding through the creation of a charter.

Tutors work with learners to produce a charter or poster that provides a visual reminder of key safeguarding principles, points of information, including who to contact if anyone has a concern.

Tutors may wish to take a look at a sample poster NIACE had produced entitled.

#### Safer learning;

Your rights and responsibilities. Also provided is a pocket-sized information leaflet for learners. These are part of the publication, Safer practice, safer learning; A whole organisation approach to safeguarding vulnerable adults for the learning and skills sector, and could be used as stimulus material.

The publication is downloadable free from the NIACE website and provides details of where to order copies of the poster and leaflet: [www.niace.org.uk](http://www.niace.org.uk)

The publication recommends that general information leaflets and posters are kept succinct and brief as possible in recognition of the fact that dealing with complex issues such as sexual abuse in an accessible way are beyond the capabilities of a poster.

The charter could use a range of pictures symbols and text to ensure accessibility. Completed charters could be used across an organisation in key sites, as induction and teaching material.

## Activity 5

### Safeguarding card game



#### Aim

The aim of this activity is to stimulate discussion in relation to what safeguarding includes and what we are safeguarding against.

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#### Task

Learners are put into groups and are given a set of cards and a pair of header cards entitled: **Safeguarding** and **Not Safeguarding**. For some learners the terms **Being Safe** and **Not Being Safe** may be more easy to understand.

Working collaboratively learners discuss what is written on each card and decide which heading to include it under. Eventually they will have a set of cards under the **Safeguarding** heading and another under the **Not Safeguarding** heading.

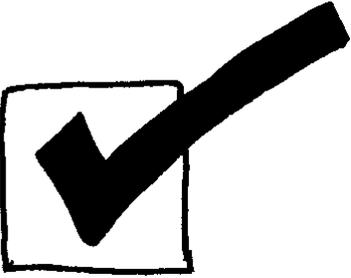
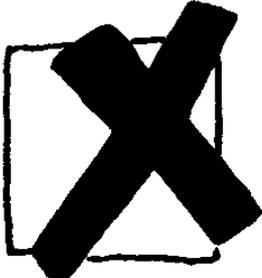
Groups can then look at each other's decisions, explain their thinking, and challenge others views. It is fine for groups to change their mind as the purpose of this activity is not to get it 'right', but to explore what safeguarding is.

A set of cards is provided but these can be changed to reflect the needs and abilities of the group and could include symbols or pictures from software such as **CHANGE**.

## Safeguarding Cards

Abuse	Crime	Saying nasty things to other people
Having a beer or glass of wine	Sharing your chocolates	Friendly teasing
Sending nasty texts	Eating unhealthy foods	Being asked to help wash up
Being forced to touch someone's sexual parts	Not being able to make your own decisions	Lending money to a good friend
Hitting someone who upsets you	Being unkind to someone because they come from another country	Being chatted up on a chat room

The following contains picture cards to support the same activity:

 <p data-bbox="667 517 890 562">Safeguarding</p>	 <p data-bbox="1090 517 1390 562">Not Safeguarding</p>	
 <p data-bbox="587 994 850 1084">Someone touching you when you don't want them to</p>	 <p data-bbox="900 994 1139 1025">Someone hitting you</p>	 <p data-bbox="1219 994 1406 1055">Taking plenty of exercise</p>
 <p data-bbox="603 1480 842 1541">Someone forcing you to eat</p>	 <p data-bbox="932 1480 1114 1512">Having safe sex</p>	 <p data-bbox="1193 1458 1422 1554">Being told how your organisation will keep you safe</p>
 <p data-bbox="596 1935 842 1995">Someone taking your money</p>	 <p data-bbox="906 1935 1139 2024">Someone bullying you because you are a lesbian</p>	 <p data-bbox="1230 1935 1401 1995">Eating healthy food</p>

## Activity 6

### What would staff do if?...

#### Aim

The aim of this activity is to ensure learners are clear on the safeguarding policy and procedure, and what would happen if staff have concerns or if learners share a disclosure with them.

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#### Task

In groups, learners look at a scenario they've been given and think about what is happening and what the staff might do in this situation. They need to think about what they would feel if they were in this situation and what would they need a member of staff to do?

Tutors need to decide which and how many scenarios suit their learners and choose the most appropriate.

Following discussion they then share their thoughts with the whole group. The tutor will need to guide the discussions and provide structure as required. For example by exploring words that describe feelings and emotions, providing guidance on the organisations policies and procedures and why it is important to follow them.

## Scenarios

1. You tell a member of staff that a friend in the organisation is taking your money when you go to the canteen.

**What should staff do?**

2. You tell your friend at college that a care worker in your care home keeps pushing you about and pinching you. A tutor overhears this conversation?

**What should staff do?**

3. You have something important you want to share with your tutor who you get on well with. You say to them "I have something to tell you, but I want you to keep it you yourself."

**What should staff do?**

4. You tell the Student Support worker that your boyfriend says "If you really loved me you would have sex with me."

**What should staff do?**

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## Scenarios with answers

### Important note

These answers are for tutors and it is unlikely that learners with learning disabilities will offer responses that readily match those below. However tutors need to be knowledgeable and be able to support learners to understand the key points. Terms such as the 'designated person' need to be explained so that learners understand what this person does.

1. You tell a member of staff that a friend in the organisation is taking your money when you go to the canteen.

### What do we do?

- The learner should be clear that this is something that they should not be forced to do, even if the person says they are a friend.
- The learner can expect the member of staff to discuss exactly what is happening and how often.
- Depending on the circumstances the member of staff may talk to the friend and explain that they cannot take other people's money.
- The member of staff may take it further and pass on this information to a designated person in the organisation.
- They may call a meeting with the friend and their family and the learner may need to describe exactly what has been happening. If the learner is too uncomfortable with this suggestion, they should not be pressurised into attending a meeting.

2. You tell your friend at college that a care worker in your care home keeps pushing you about and pinching you. A tutor overhears this conversation.

#### What do we do?

- The learner should expect the tutor who overhears to take this further.
- The tutor should talk to the learner and discuss what is happening and who is doing it.
- They should pass this information on to the designated person, who would then talk to the Manager of the Care Home and the care worker to discuss the situation and investigate further.
- The Care worker may be referred to the police/local safeguarding board/ISA for further investigations.

3. You have something important you want to share with your tutor who you get on well with. You say to them “ I have something to tell you, but I want you to keep it yourself.”

#### What do we do?

- The learner should be clear that the tutor cannot guarantee confidentiality.
- Depending on what the learner wants to tell them and whether this indicates a risk of harm to that learner or another young person or vulnerable adult, they would have to follow the procedures. This would be to tell the designated person, who might need to pass the information on elsewhere.
- This doesn't mean the situation will be gossiped about in the staff room or elsewhere, but those who need to know for the safety and the welfares of the learners must be told.
- The staff member should be clear and honest about this with the learner and explain what may happen and who they might tell depending on what the learner tells them.

4. You tell the Student Support worker that your boyfriend says “If I really loved him I would have sex with him.”

#### What do we do?

- The learner should expect the member of staff to talk openly and listen in a supportive way. Depending on the seriousness of the situation, the age of the learner and the level of risk the member of staff feel the learner is at; they may pass on the information to the designated person.
- The staff member should be clear about what they are doing, who they are telling and why.
- They may pass this information on even if the learner doesn't want them to.

5. You tell a member of staff that your older brother keeps taking the remote control from you when you are watching TV and won't let you watch what you want to.

**What would we do?**

- The learner should expect the member of staff to listen and to find out exactly how serious this problem is. The member of staff may discuss with the learner how they can deal with this situation themselves or they may want to meet with your family and brother to discuss this situation with them.
- Depending on the seriousness of the situation, if this behaviour is an aspect of a pattern of bullying, they may pass this information on to the designated person.
- The designated person may contact children's or adult's services.

## Activity 7

### Game - What do you think?

#### Aim

The aim of this activity is to encourage learners to consider what they think about certain issues or statements starting with fun, non contentious statements and moving gradually to more challenging and thought provoking issues around safeguarding.

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#### Task

Draw a line on the floor or use masking tape. Place three cards on the tape, a YES card at one end, a NO card at the other and a MAYBE card in the middle. Learners are asked to place themselves along the line in response to questions asked by the tutor. The aim of this activity is not for learners to give a 'correct' answer, but to engage in discussion on the statements. Learners can be encouraged to consider the complexities of various situations by tutors asking probing questions and learners explaining their points of view.

The tutor asks a series of questions which initially can be easy to consider, such as:

- Manchester United are the best football team;
- it is nicer to have a cat rather than a dog; and
- Eastenders is more interesting than Coronation Street.

Over time as learners are comfortable with this technique the tutor can introduce more demanding statements:

- it is fine to drink alcohol everyday;
- it is OK for a friend to change their mind at the last minute when you have arranged to go out together;
- it is OK to accept a lift from a stranger when you need to get home quickly; and
- giving money to a stranger when you are out is fine.

As learners understand the game and develop confidence in expressing their view the tutor can offer statements directly relevant to the safeguarding context for learners to consider.

- If someone really upsets you it is fine to hit them to make them stop.
- It is OK for friends to send you nasty text or call you bad names when you've had an argument.
- It is wrong for someone to tell you that you have to have sex with them
- Is it fine to give money to someone who needs it.
- Is it fine for your parents or care staff to decide what you wear each day.

## Activity 8

### Social stories



#### Aim

The aim of this activity is to provide learners with a better understanding of people's thoughts, feeling and views on specific safeguarding issues. One method of teaching social skills involves the use of social stories and they have been used successfully with a variety of people with autism who present with social and behavioural needs.

Social stories can provide a great tool in teaching a skill in a direct way. They help give a better understanding of other people's thoughts, feelings and views. They also help the person to better predict another person's behaviour based on their actions. Social stories present various situations in a structured and direct way so that the individual can understand a situation without having to "read between the lines". They are written from the other person's perspective. They can be simply illustrated using uncluttered drawings or photographs to depict each step of the story.

A social story describes situations in terms of relevant cues and appropriate responses. It is individualised and comprises two to six sentences. Social stories are written in the first person, present tense. The individual will hear the story as if he/she is the one talking. This is easiest for him/her to understand. Simply describe the situation, who is involved, what is happening, where the action is taking place, as well as why the situation has occurred. Give some perspective about the thoughts and feelings of the other people involved in the story. Plainly state what the desired response of the individual should be in the story. You may use a sentence to summarise the situation at the end of the story to better enable them to understand the desired actions.

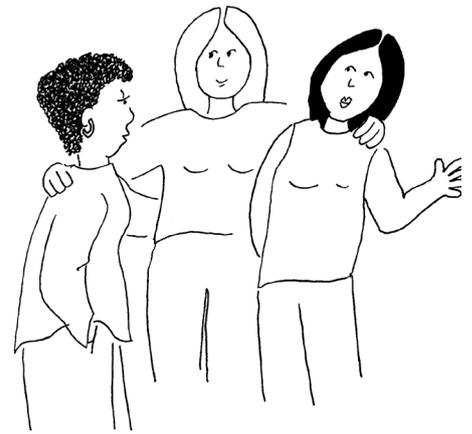


The following social story was written for someone to explain what bullying is and what to do:

- if someone calls me unkind names or hurts me this could be bullying;
- bullying is when this happens more than once;
- if someone hurts me by accident this is not bullying, bullying is done on purpose;
- if I am being bullied it is important that I tell someone; and
- bullying is wrong; no one should hurt me or make me feel bad

## Activity 9

### What makes a good friend?



#### Aim

The aim of this activity is to help learners explore the meaning of friendship and to identify potentially abusive relationships.

#### Task

Working in small groups, ask the learners to draw a person on a large piece of flip chart paper. Learners may enjoy naming the person and giving them physical features such as hair etc. The idea is to create a connection between the learners and the created friend. Then ask them to think of all the words that would describe a good friend such as:

kind                      helpful                      thoughtful                      caring always there  
a good listener                      good fun                      likes to laugh

Examples can be written around the person outline on the paper. Alternatively the tutor could tape together several pieces of paper large enough to allow a life size drawing using a group member to provide a template. However it is important that the learners understand that the group are not discussing the person the tutor has drawn round, as this is not a personal exercise.

Once the groups have exhausted their ideas the tutor can then collect them all together drawing out examples of what makes a good friend. Discussion can then move on to explore the kinds of behaviours that good friends don't show. For example, good friends share a laugh but they don't laugh at you, good friends may tease you in a kind manner, but they don't say hurtful unkind things.

The purpose of the discussion is to explore the subtleties of friendship and to help learners understand that people who may say they are friends do not always behave like true friends and therefore they are not friends. Tutors can also draw on examples of good/bad friendships and the associated behaviours from characters from Soaps or films e.g. Harry Potter.

## Activity 10

### Keeping people safe



#### Aim

The aim of this activity is to read with learners the Keeping People Safe - Easy Read Summary (produced by the Department of Health, Care Services Improvement Partnership and the Valuing People Support Team) [Keeping People Safe - Easy Read Summary.pdf](#) to provide and extend their knowledge and understanding of safeguarding and what local services can do for them.

This resource has been developed for learners with a learning disability and provides an easy read document to help people understand what is meant by safeguarding and looks at the types of abuse that affect people. It provides clear direction on what someone with a learning disability should do, if they, or someone they know, is being abused.

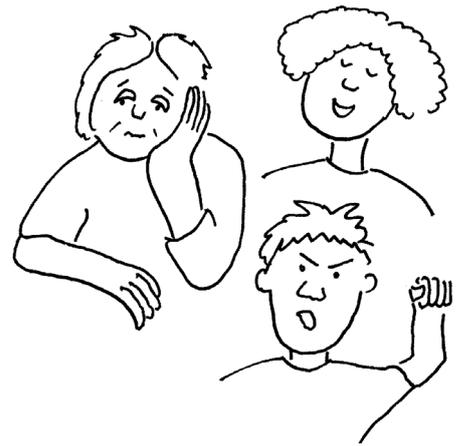
**Part 1** Who is working to help keep people safe? What are they doing to help?

**Part 2** What can Partnership Boards do to help protect people from abuse?

**Part 3** What more can everyone do to protect people? Ideas and suggestions.

#### Suggestions for what you can do within this activity:

- staff could support learners understanding of this document using some of the activities outlined in this resource e.g. Activity 1, The dice game, could be used to support the introductory section of “Keeping people safe”;



- staff could use the concept of Activity 4, The Safeguarding Charter, to help learners produce a charter aimed at informing agencies who have a key role in keeping people safe; and
- staff may wish to use the quiz below on the following page to check learners understanding.

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## Keeping People Safe Quiz

What does safeguarding mean?

Tell me 3 types of abuse?

What does discrimination mean?

What should you do if you or a friend is being abused?

Can you tell me about one organisation which you are working to keep people safe?

What is a Partnership Board?

## Activity 11

# Hands off my data; guarding your information on-line

### Aim

The aim of this activity is to highlight the sort of information we post about ourselves on-line. It will also demonstrate to learners how easy it is to piece together information from different sources to use against the owner if it is not suitably protected.

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### Task

Ask the group to identify areas on-line where they put information about themselves. You could prompt examples but usually this is not necessary – Facebook, e-mail, setting up accounts, paying for things online, completing registration forms, or even a photograph of each learner.

Create a flip chart page for each one with the title at the top and then place these around the room. Make sure they are accessible, as the learners will place Post-it notes on these later.

Ask each learner to write (or verbalise to a support staff member) information about themselves. Put one piece of information on each Post-it note. Make sure each Post-it note has the initials of the learner on it.

Name, date of birth, phone number, address, hobbies, football team supported, names of friends, bank account number (usually 8 digits and best to make this up), favourite colour, band or music, pets names and any other things learners can put about themselves. Each learner has to then write a message to someone in the group. Make sure the sender puts their initials on it and whom the message is for.

Learners then go around the room and stick bits of information onto the flip chart pages according to their titles. One may put the message in Facebook or on email for example.

Why is it a big risk to have all of this information visible to everyone? How does it make you feel?

Each learner then goes around the pages and collects the Post-it notes for a learner using the initials to guide them. Try to keep a secret which learners' information you are collecting (this is important as you will see from the next exercise).

How does it make you feel to have all of this information? What might you be able to do with it? Discuss as a group before the next exercise.

The tutor now puts up some new flip chart pages but this time with each learner's name on. Students now use the information they have to post messages onto the pages of the student they have collected information on. The Post-it notes are given to the tutor who then sticks them onto the sheets. This keeps the learner's anonymity. Comments should use the information against the person. So for instance if you have collected a Post-it that says I support Chelsea, you might:

write a post to the persons page 'I hate Chelsea I think they're rubbish' or I have just bought a new CD, thanks very much! I hear you are seeing Charlie later, I've told him you're not coming!

After these exercises ask how the group felt about the comments they wrote?

Each learner then looks at their own page and the comments they have had posted. How does it make them feel? What can they do to protect themselves? How do they report these messages? This is called Cyberbullying. Explain what this is and how to stop it and report it.

Discuss with tutor to facilitate the answers. How do they ensure they keep information safe online?

## Briefing Sheet

# How carers can help support with safeguarding learners with learning disabilities

### Support

The importance of safeguarding is brought to our attention when tragic cases are reported in the media but it is essential that learning and skills providers do all they can to ensure that their learners are kept safe so they can learn and thrive.

Safeguarding means having a culture of vigilance where all staff know their responsibilities and act accordingly and all learners are aware of what they can expect and what to do if they have concerns. By all staff we include volunteers and those staff coming into the organisation on a regular basis from other agencies.

In some instances and for varied reasons some learners with learning disabilities are accompanied to class with a carer. Carers play an important role in the teaching and learning process. They often have a unique relationship with learners and are able to recognise when a learner is having a difficult time or problem. Learners often use carers as confidantes and share personal concerns and worries. Within the safeguarding context it is therefore essential that carers understand their role and how they should respond to situations that raise concern. People with learning disabilities are deemed vulnerable under the Safeguarding Vulnerable Groups Act 2006.

All care organisations should ensure that carers receive safeguarding training and are clear about their own organisation's safeguarding and other associated policies. Carers should know who the Designated Person is within their organisation and how to contact them. Carers should also be aware of the safeguarding procedure that is in place within the College or organisation the learner is attending and who they can contact, as there may be occasions when this is more appropriate.

Equally important for carers is an awareness of how to protect themselves from potentially vulnerable situations, for example supporting learners with personal care. Protocols on how personal care should be administered need to be established before the learner joins the organisation and learners and carers must be comfortable with this aspect of their relationship.

Carers are not in class to do the work for the learner. Teachers develop activities which at times might involve some risk taking for learners. This is an important element of learning and the teacher will monitor activities closely. It is important carers understand this. If however carers have real concerns about the safety of a learner they should talk to the teacher or the Designated Person immediately and make a note of the conversation.

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## Expectations from external care staff

- To have an understanding of safeguarding issues that could arise for the people you support.
- Have an understanding of your own organisations safeguarding procedures and policies.
- Work with the tutors to ensure vulnerable learners safety
- If the learner you are accompanying expresses a concern or makes a disclosure to you, act appropriately following correct procedures.
- If another learner approaches you with concerns or you observe something you are concerned about, please talk to the tutor or if this is not appropriate another member of staff.
- Never promise confidentiality to learners.
- Don't investigate yourself, record exactly what is said to you and keep the notes safe.
- Keep yourself safe and don't put yourself in vulnerable situations where allegations could be made.

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## What you can expect from us

- To have safeguarding policies and procedures in place.
- To provide training for our tutors and staff in safeguarding and for them to be aware of our policies and procedures and follow them when a concern is raised.
- Be experienced in working with learners with learning disabilities.
- All staff will have the appropriate CRB checks.

NB: LSIS has produced a range of resources for tutors to introduce learners to safeguarding, including E safety. These can be found on the Excellence Gateway:  
[www.excellencegateway.org.uk/safeguarding](http://www.excellencegateway.org.uk/safeguarding)

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