NCFE - Safeguarding in a learning environment

Subtitle

NCFE Level 1 Award in Safeguarding in a learning Environment

This programme will be completing the following units:

- Unit 1 – Understanding the need for safeguarding in a learning environment – K/504/0222

- Unit 2 – Establishing safe personal boundaries in a learning environment – M/504/0223

- Unit 5 – Investigations harassment and bullying in a learning environment – J/504/0227

- Unit 6 – Recognising abuse in a learning environment – L-504/0228

How will I learn?

During this programme, you will be expected to read through the unit notes of this presentation, conduct personal research and finally combine this learning with speaking with your employers to consolidate your new knowledge.

At the end of each unit will be expected to complete knowledge checks. This is to allow you to demonstrate the new knowledge you have gained from the teaching methods mentioned above. Your answers will be independently marked and you will be awarded a 'Pass' or 'Refer'. If you do find yourself referring on any element of this programme, your assessor will provide you with feedback and the opportunity to reattempt your answer to ensure you are able to pass.

When completing your questions, please ensure you pay attention to the verbs of the question. The next slide will help you understand the level of detail needed in each of the answer. Again, if you have any questions, before you submit your answers, your tutor will be there to offer support.
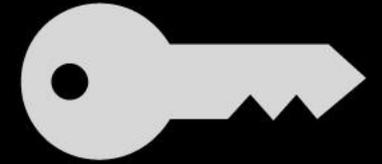
Terminology used within your answers

Identify – This would encourage to you complete a list or bullet points within your answer.

Explain – This answer would need to be more than a sentence. A small paragraph which has allowed you to demonstrate your understanding, with some clear reasons within your answer.

Describe – This answer will need to be more than a sentence. You will be expected to write a short paragraph which fully describes the point you are trying to make.

Summarise – This answer will need more than just a sentence. You will be expected to write a paragraph or overview of the main text.
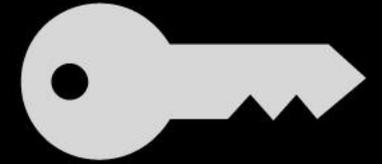
Assessing your workbook

As mentioned on 'How will I learn' slide, your workbook will be marked by an assessor and you will be provided with feedback.
Should you feel that you have been treated unfairly, as a student of City-Skills, you are within your right to use the complaints/appeals procedure. Please use the link below to the ensure you are able to access this if needed.

Our Policies - City Skills (city-skills.com)
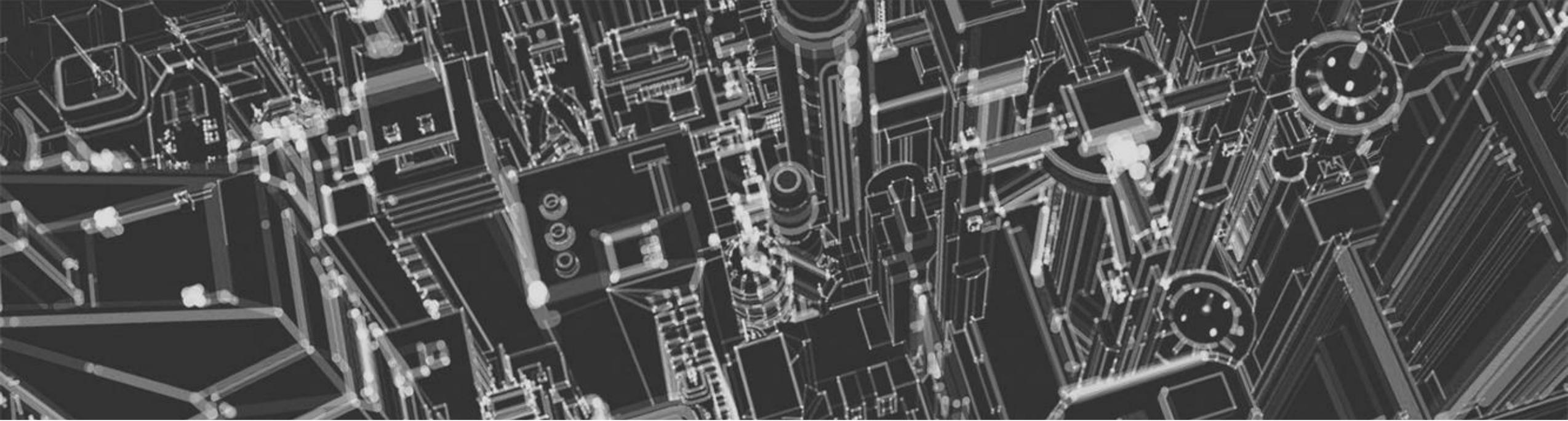
Unit 2 – Establishing safe personal boundaries in a learning environment.
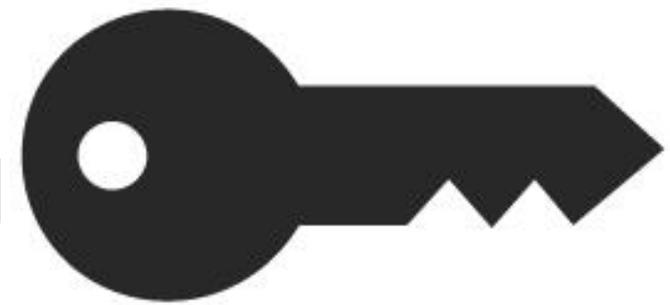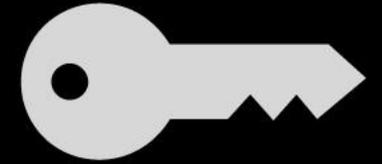
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What will I learn in this unit?

In this unit we will achieve the following criteria:

1.1 State how physical and emotional safety are key features of a safe learning environment

1.2 Provide an example of how their physical and emotional safety is safeguarded in the learning environment

Physical safety in a learning environment

The physical safety of any learning is paramount if you are wanting to have an impact on the learning of those learners in your session.

If the learners do not feel safe in the environment, they will not be able to relax and enjoy the learning and they will also not want to keep coming back to learn.

Whilst this is important for the learners, we also must think about others in that environment, such as:
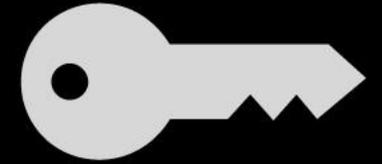1. Learning facilitators – If the facilitators do not feel safe in the environment, they may not be able to deliver their session effectively and may not even attend the session.
2. Support staff – Support staff can be a range of employees, from support staff in the classroom, maintenance staff or even cleaners. If staff do not feel safe working in the environment, it may contribute to the environment becoming even more unsafe as it is not being maintained correctly and ultimately the learning for the learners will be affected.

By having a safe environment will enable everyone to learn and work without the fear of any harm or risk to themselves.

Physical safety in a learning environment

City Skills

So, what can we do to ensure the environment is safe to enhance the learning experience:

1. Ensure we complete the room safety checks. It is critical to report if any defects are identified!
- *Ensure the room is free from any clutter*
- *Ensure all fire doors are kept clear and are in good order*
- *Check all the lights and air conditioning units are working correctly*
- *Check all equipment such as tables and chairs*
- *Are all plug sockets in good working order*

2. Following legislative guidelines around the use of chemicals in the environment
- *For example, COSHH. If you are not aware of what COSHH is, please speak to your line manager.*

3. Following all policies and procedures.
- *What to do if you do identify a risk or a broken piece of equipment. If you are unsure of your own organisation policies and procedures, speak to you line manager.*

4. Ensure the room is available for regular deep cleaning, by either yourself of other support staff.

5. Ensure you follow the risk assessments correctly, by not doing activities that have not been risk assessed.

Emotional safety in a learning environment

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Emotional safety is just as important as the physical safety of the learning environment.

This is because if the facilitator or the learner does not feel their emotional needs are not being addressed then they can often become disengaged in the session, or not return to additional learning.

We can address these needs by:
1. Creating a welcoming stance to the learning.
It may seem weird to ensure as a facilitator you are prepared before the session, but to ensure you can welcome everyone into the session and build the rapport with all learners is vital for the learning outcomes as this can help with inclusion and interaction from the learners.
2. Promote inclusion and co-operation
Spend some time at the beginning to involve the learners in the running of the session, such as, classroom rules.
3. Promote a culture of valuing equality and diversity
This can be highly effective when working with learners that struggle to communicate or interact with others.
4. Challenge inappropriate behaviour and language
This can strengthen the emotional safety of the learners as they will feel the facilitator is supporting them to learn in a safe environment and demonstrates that the facilitator values eqlity and diversity in the classroom.
5. Promote the education of emotional safety to both facilitators and the learners/
This will allow all roles to work collaboratly and effectively to enhance the learning experience for all.

What are the benefits of this?

When both the facilitator and the learners feel safe in both the physical and emotional safety, the benefits to both parties are:

1. Achievement – For the facilitator they will see more learners achieving in their classroom; whereas for learners, they will achieve and perhaps achieve at a higher level.
2. Confidence – For the facilitator they will learn more about how their session and delivery is effective in working with a range of learners. For the learners, there will be a sense of achievement and this confidence may encourage them to return to learning.
3. Belonging – Some learners may feel they have no place in a classroom because of previous experiences. Creating a safe and inclusive environment may break that cycle and create a sense of belonging in the classroom, to encourage and motivate learning.
4. Cognitive development – This can help learners understand how to react and deal with different situations in the real world.
5. Social development – Many learners may not have worked with different cultures and backgrounds. Creating an inclusive approach can develop and enhance that learning experience.

Activity

Speak with your line manager to identify further benefits of promoting both physical and emotional safety.
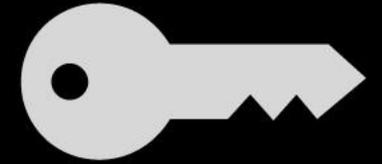
What will I learn in this unit?

In this unit we will achieve the following criteria:

2.1 Explain how safe personal boundaries are established

2.2 Provide examples of their own approach to developing safe personal boundaries in their learning environment.

Personal boundaries

Personal Boundaries is an area around your own presence or willingness to share information about ourselves.

In our own personal lives this will vary depending on the confidence we may have in that situation or the person themselves.
Some examples of this may be when you meet someone for the first time.
1. You may not be willing to give too much information about yourself
2. How you greet and close the conversation.
3. In recent times, especially with COVID, we might think about how close we stand next to someone.

Building personal boundaries is not a bad thing at all, in fact, it can help you to build strong relationships both privately and professionally.

In the learning environment, your professional boundary can be tested, because you will want to come across as a human, and more importantly someone that cares about the learning being provided.
Building a professional/personal boundary in the learning environment will not only protect yourself, other professionals but more importantly the learners.
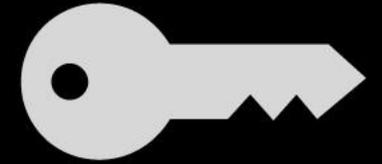
Personal boundaries

Regardless of the setting you are in, personal or professional, boundaries can be confusing and the other person or persons boundaries may be different to yours. For example, when meeting someone you may not greet with a cuddle, whereas someone may not see this a personal boundary to them.

In the learning environment, depending on the group you may have to go against the boundaries you have set for yourself, this could include, holding the hand of a child or someone that has special educational needs. Holding their hand may be a comfort or a reassurance approach they may need.

Activity

1. Using the link below, it will further explain boundaries that as a facilitator you may follow. Ensure you make notes and record your own thoughts on these boundaries.

https://youtu.be/SzdyIDGw2Dg

2. Speak with your line manager and identify what boundaries they use and why

Why do we set personal boundaries?

Following your activities of watching the video and speaking with your line manager, we hope you have understood some reasons for professionals to have these.

Below are some reasons why these are important:
1. Maintain professional boundaries with students and also other professionals
2. Enables learners to be aware of personal boundaries and why this is important to develop themselves in their own workplace, or for preparation to enter the workplace.
3. Ensuring that you can work alongside your organisation's policies and procedures.
4. Provides all learners with a clear and consistent approach to the boundaries in all sessions.

Activity

1. Can you identify other reasons for setting personal boundaries?
2. List the personal boundaries and describe your reasonings what you already do or are going to do following this learning unit.

Unit 2 learning completed

Well done!

You have now completed unit 2 of your assigned course.

Ensure you read through your notes and refer to the descriptors of the questions you are likely be asked to check your new knowledge.

This will be marked independently, and you will be provided with feedback.