



Contextual Safeguarding: Addressing Gangs, Extremism & Youth Violence in your local area



PROFESSIONALS | TEACHERS

Who: Interactive 60-90 minute training sessions for professionals with expert facilitators delivered online or face to face

What: Upskill staff in contextual and complex safeguarding locally to address serious youth violence, extremism and exploitation. Provides practical information, tools and knowledge sharing.

How: Provide staff with an overview of the Contextual Safeguarding (CS) model, an update on serious youth violence in their area and provide tools with which to practically implement contextual safeguarding principles.

Resources: Slides, activities, presentation materials, staff feedback, certificate and online portal

"There was a good mix of contextual information, interactive sessions and practical applications for our work. We are going to discuss the next steps our our next management meeting - and agree a plan of actions."

Young Roots | Refugee Organisation | London

Learning Outcomes

Youth Violence Update: Participants are given an update on the key happenings in their area based on research led by front-line practitioners. The update will give an overview of local gang activity, an insight into extremist content and themes related to intra-personal youth violence.

Contextual Safeguarding Intro: Participants are given 3 case studies based on real life events of extra-familial harm. They have to highlight the main concerns in regards to the case studies, each related to a different child who share the same context. Participants are introduced to this model of safeguarding, revisiting the case studies as they go.

Spheres of Influence: Activity that explores the CS model whilst considering the influence the different contexts have over a child. Participants consider a child in their school and discuss how each of these contexts influences them. The conversation results in the teachers rating each context from 1-4 depending on the influence they think it has. This activity will allow staff to understand the areas in which a child needs safeguarding.

Mapping the Local Landscape: Participants consider geography of their school, language of their students, behaviour themes to create a shared community map. Allows staff to develop a clear picture of the community in which they operate – can be taken away and developed for operational purposes.

www.connectfutures.org | 0121 250 3609 | Zubeda Limbada |
info@connectfutures.org

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