

Trusted Adult Training – SYTF Pilot Oct 2026

Running order and source map

Time	Session / activity	Mins	Slides	Facilitator notes	Session plan
09:30–09:40	Welcome and housekeeping	10	1–3	Welcome, p.5; preparation, pp.2–4	p.5
09:40–09:50	1. The BIG Warm Up	10	4 - 10	Activity 2, pp.6–7	p.5
	2. Trusted Adult definition		11 -12		
09:50–10:05	3. Build a Trusted Adult	15	13 - 14	Activity 3, pp.8–10	pp.6–7
10:05–10:20	4. Building Trust and Communication	20	15-16	Activity 4, pp.11–12	pp.8–9
10:20–10:40	5. Active Listening Challenge	30	17 -	Activity 5, pp.13–15	pp.10–14
10:40–11:00	5. Safeguarding and Confidentiality	25	11–13	Activity 6, pp.16–17	pp.15–17
11:10–11:20	BREAK				
1120-1140	6-8 Parallel table tasks: boundaries, inclusion, wellbeing, mental health	18	11–13	SP pp.18–25; FN pp.18–26	
1140-1200	TEACH BACK	20			
1200-1210	9. Reflection and Supervision	10	22	Activity 11, pp.27–28	p.26
1210-1230	10.Feedback and GOVO	20	23–24	Activity 12 and closing, pp.28–30	pp.27–29

SESSION PLAN

Timing	Duration	On the slides — suggested wording	Presenter — sequence and prompts	Facilitator notes and debrief focus	Participants — what they do	Resources needed
0930-0940	10 mins	<p>1 Welcome</p> <p>Trusted Adult Training</p> <p>Building safe, supportive relationships with young people</p> <p>Today: trust • listening • safeguarding • boundaries • inclusion • wellbeing • reflection</p> <p>2 Working safely together</p> <p>Respect others and use anonymised examples.</p> <p>You can pass, observe or take a break.</p> <p>Avoid identifying young people or ongoing cases.</p> <p>We cannot promise secrecy about safety concerns.</p> <p>Safeguarding contact today: [confirmed name / route].</p> <p>Vicki – observation and taking notes</p>	<p>3 min: welcome, introduce the presenter and today’s purpose. Explain that young people decide whom they trust.</p> <p>3 min: outline learning outcomes and how the drawing will develop.</p> <p>4 min: explain breaks, toilets, exits, accessibility, right to pass and safeguarding arrangements. Invite agreement to respectful discussion. Explain how to raise a concern privately.</p>	<p>Facilitator emphasis: care, competence and accountability belong together.</p> <p>Do not invite personal disclosures.</p> <p>Participation is optional; no participant should have to explain why they pass.</p>	<p>Listen, introduce themselves briefly at their table, note support arrangements and ask questions. Agree the group’s working expectations.</p>	<p>Presentation and projector; agenda; attendance list; venue information; confirmed safeguarding contact and policy summary; accessible seating and a quiet/support space.</p>
0940-0950	10 mins	<p>1. The BIG Warm Up</p> <p>Who would you trust?</p> <p>Choose YES or NO; you may change your mind.</p> <ol style="list-style-type: none"> Trust has to be earned. Adults should always keep secrets if a young person asks them to. Being friendly makes someone a trusted adult. Young people trust adults who are honest. A trusted adult should always know what to do. 	<p>Annabel</p> <ul style="list-style-type: none"> Explain the YES/NO sides and seated alternative. Read the five statements one at a time. Ask one or two people why they chose their position; invite changes of mind. Bring together the learning; friendliness alone is insufficient; honesty, consistency and safe action matter. 	<p>Remain curious and avoid shaming answers. For the secrecy statement, ask what happens if someone is unsafe, then make clear that adults must not promise secrecy. For “always know”, draw out seeking advice and support.</p>	<p>Move to a chosen side, or indicate a position with cards/verbally from their seat. Explain their thinking if comfortable and listen to other views.</p>	<p>YES and NO signs; clear movement space; optional seated response cards; slide 3.</p>
0950-	15 mins	<p>2. Build a Trusted Adult</p>	<ul style="list-style-type: none"> Arrange groups of four to six and explain that this is 	<p>Expected ideas include reliability, honesty,</p>	<p>Draw a whole-body outline, discuss the questions and label</p>	<p>One large flipchart sheet per group (two</p>

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1005		<p>Draw a large whole-body outline. What qualities make an adult trustworthy? What knowledge, training and responsibilities do they need? What builds trust? What damages it? Add your ideas; keep the drawing for the whole session.</p>	<p>about ideas, not artistic ability.</p> <ul style="list-style-type: none"> • Circulate and prompt both personal qualities and professional responsibilities • Invite one quality and one responsibility from each group. Explain that later activities add body parts, a toolkit and boundaries. 	<p>respect and care, alongside safeguarding training, boundaries, policies and accountability. Prompt professional knowledge if groups focus only on kindness. Keep all drawings visible.</p>	<p>qualities and responsibilities. Agree where the drawing will stay visible.</p>	<p>joined sheets if helpful); thick markers; sticky notes; tape/Blu Tack; accessible table or wall surface.</p>
1005-1020	15	<p>3. Building Trust and Communication</p> <p>Trust grows through repeated actions Show up. Follow through. Be honest. Be fair. Remember what matters to the young person. Trust develops over time.</p> <p>6 Scenario: “Adults always leave.” Why might a young person feel this way? How could you build trust over time? What should you avoid promising or doing? Add FEET: reliability and follow-through. Add HEART: care, empathy and patience.</p>	<ul style="list-style-type: none"> • Introduce consistency through repeated small actions. • Groups discuss the scenario and realistic responses. • Debrief previous experiences, broken relationships and staff turnover without asking for identifiable cases. Groups add feet and heart; ask for one action they can sustain • Groups add feet and heart; ask for one action they can sustain. 	<p>Trust cannot be demanded. Avoid promises of permanent availability or outcomes beyond the adult’s control. Emphasise honest expectations, follow-through and respectful transitions.</p>	<p>Discuss the scenario, suggest realistic responses and add reliability to the feet and empathy/care to the heart. Share one practical action.</p>	<p>Scenario prompt/card; existing drawings; markers and sticky notes; slides 5–6.</p>
1020-1040	20	<p>4. Active Listening Challenge</p> <p>7- What helps you feel heard? Full attention • open body language • patience Open questions • reflect feelings • check understanding</p>	<ul style="list-style-type: none"> • gather examples of good listening and explain the skills. • explain the paired task and model one open question. 	<p>Observe open questions, reflection and patience; notice interruption, advice and storytelling. Offer “Tell me more” or</p>	<p>Work in pairs; take turns speaking and listening within the rules. Reflect together and contribute to the debrief. Add ears, mouth and heart to the model.</p>	<p>Timer; slides 7–9; optional printed listening prompt; drawings and markers.</p>

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		<p>Allow silence; avoid judgement and rushing to fix.</p> <p>8- Paired listening: two minutes each Speaker: choose something you enjoy or are proud of, or a challenge you are comfortable discussing. Listener: listen, ask open questions, reflect and summarise. Do not interrupt, advise, tell your own story or solve the problem. Swap when prompted.</p> <p>9 - Reflect and add to your drawing Speaker: what helped you feel heard? Listener: what was difficult? Did you want to give advice? Add EARS, MOUTH and HEART. Listening builds trust; safeguarding knowledge guides safe action.</p>	<ul style="list-style-type: none"> time two minutes per speaker, then swap. pairs reflect using slide 9. whole-group debrief; draw out advice-giving, interruption and silence. groups add listening, respectful language and empathy to drawings. 	<p>“What was that like for you?” as prompts.</p> <p>Eye contact is optional and context dependent.</p> <p>Suggest a light topic; no one must recount trauma.</p>		<p>For an odd number, one triad can use an observer, with roles rotated during reflection if time allows.</p>
	20	<p>5. Safeguarding and confidentiality</p> <p>11 Trust and safeguarding Keep safeguarding training current. Recognise concerns; know your policy and reporting route. Record and report through agreed procedures. Seek advice when unsure. Never promise secrecy about safety concerns.</p> <p>12 Agree or disagree? Safeguarding is only the responsibility of the DSL. Abuse is usually obvious. Safeguarding training only needs</p>	<p>Reconnect safeguarding to trust; explain the confirmed reporting route and policy summary.</p> <p>Use the facilitator notes’ myth-busting statements.</p> <p>Groups practise wording for the confidentiality scenario; discuss and debrief.</p> <p>Add head, backbone and toolkit.</p>	<p>Myth-busting: first four statements are false; the final statement is true.</p> <p>Explain DSL = designated safeguarding lead. Suggested response: “I will listen and support you. If someone may be unsafe, I may need to share information with someone who can help. I will explain what happens next.”</p>	<p>Respond to the statements; discuss the scenario and rehearse a supportive response. Add safeguarding knowledge, accountability and policy/contact/recording/referral tools to the drawing.</p>	<p>Printed safeguarding summary and checked local reporting/referral sheet for each attendee; scenario card; slides 11–13; drawings and markers.</p>

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		<p>completing once. Good intentions are enough to keep young people safe. Trusted adults should seek advice if unsure.</p> <p>13 Scenario: “Only if you promise not to tell...” What would you say? When might information need sharing? How can you remain honest and supportive? Add HEAD, BACKBONE and a TOOLKIT BAG. Local reporting route: [confirmed details].</p>	<p>Check that participants know where to seek advice and report a concern.</p>	<p>Do not suggest that protective action depends on the young person’s agreement.</p> <p>Use the organisation’s procedure for actual concerns.</p>		
		10. BREAK				
		<p>6. Boundaries and safe relationships Parallel task. Each group will take one subject area and explore it, then Teach back to the other groups. Boundaries, inclusion identity and belonging and mental health. Everyone to add labels to their own drawing.</p> <p>Table 1: (split boundary types into 2 if there are 5 instead of 4 groups)</p> <p>14 Boundaries protect relationships Discuss social media, personal numbers, gifts, transport, favouritism</p>	<p>Remind participants of the safeguarding lead and procedures. Introduce boundaries as protection.</p> <p>Groups consider the six areas on slide 14.</p> <p>Discuss the scenario; invite safe wording and next steps.</p> <p>Groups draw and label the boundary circle.</p> <p>Each group shares one action they will take differently.</p>	<p>Draw out agreed channels and times, supervision, recording and fair treatment.</p> <p>Red flags include secrecy, favouritism, late-night private messaging and avoiding procedures.</p> <p>Discuss context rather than inventing a universal rule for every gift or transport arrangement.</p> <p>If a real concern emerges, stop and</p>	<p>Discuss policy-based decisions and warning signs. Agree a safe response to the message and add safe practice inside the circle and unsafe behaviours outside.</p>	<p>Boundary topic prompt and scenario card; organisation’s contact/social media/transport guidance where available; drawings and markers; slides 14–15.</p>

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		<p>and one-to-one contact. What is permitted by your organisation's policy? What requires advice, approval or recording? What would make contact unsafe?</p> <p>Table 2: 15 Scenario: "You're the only person I trust. Please reply." What are the risks? What should happen next? How would you respond safely and supportively? Draw a BOUNDARY CIRCLE. Inside: safe, agreed practice. Outside: unsafe or secret contact.</p>		<p>follow the agreed safeguarding procedure.</p>		
		<p>Table 3: 7. Inclusion, identity and belonging 17 What tells a young person they belong? Identity • culture • faith • disability • sexuality • gender Additional needs • socioeconomic background Optional paired prompt: is there a story or meaning behind your name?</p> <p>Table 4: 18 Two scenarios A young person shares something about their identity but is not ready for others to know. A young person shares a political view</p>	<p>Frame inclusion around young people's experience of the setting. Optional name discussion and brief debrief. Allocate one scenario to each group, then hear a response to both. Ask about privacy/safeguarding in scenario 1 and respectful disagreement in scenario 2. Add inclusion around the drawing. Share one practical change to the setting.</p>	<p>Keep discussion on professional behaviour and belonging. Avoid political arguments or debates about whether an identity is valid. Do not pressure anyone to explain their name or identity. Respect privacy while following safeguarding responsibilities; identity disclosure by itself should not be treated as evidence of harm.</p>	<p>Discuss names if comfortable, explore the allocated scenario and listen to the other scenario's feedback. Add inclusive behaviours and identify one improvement.</p>	<p>Both scenario prompts/cards; slides 17–19; drawings and markers; sticky notes.</p>

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		<p>opposite to your own. How would you preserve trust, dignity and professional practice?</p> <p>19 Add inclusion to your model Use correct names and pronouns; ask respectfully. Avoid assumptions; respect culture and faith. Understand additional needs; challenge discrimination. Create belonging; be honest about confidentiality limits.</p>				
		<p>8. Mental Health and Wellbeing</p> <p>20 What is within our role? Offer: notice, listen, support, record, refer and seek advice. Do not diagnose, provide therapy or work beyond competence. Do not manage complex concerns alone.</p> <p>21 Scenario: a young person leaves distressed A young person becomes overwhelmed during a session and leaves the room distressed. What should happen immediately? Who needs to know? How can you offer calm, safe support? Add HANDS and support/referral resources to the BAG.</p>	<p>Explain the adult's supportive role and limits.</p> <p>Groups list what they can and cannot offer.</p> <p>Discuss the distressed-young-person scenario using the setting's procedure and available staffing.</p> <p>Build a local/national support list against the checked referral sheet.</p> <p>Add hands and support resources to the bag.</p>	<p>Emphasise calm support, appropriate help and not carrying risks alone.</p> <p>Avoid teaching clinical techniques or presenting a single universal response.</p> <p>Clarify who supports the young person, who maintains group safety and how the safeguarding lead is involved under the setting's procedure.</p> <p>Check suggested services before circulating them.</p>	<p>Sort support actions by role/competence, discuss the scenario and identify appropriate support organisations.</p> <p>Add calm support, practical help, signposting and referral tools.</p>	<p>Verified support/referral and crisis information; setting-specific procedure; scenario card; slides 20–21; drawings and markers.</p>
		<p>9. Reflection and Supervision</p> <p>22 Who supports the trusted adult?</p>	<p>3 min: introduce the message that safe adults are supported adults. 5 min: individuals map their advice,</p>	<p>Support might include a supervisor, professional youth worker, teacher</p>	<p>Identify their own support contacts and arrangements, discuss gaps without sharing</p>	<p>Paper or support-map/action sheet; pens; confirmed safeguarding</p>

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		<p>Where would you seek advice? Who could challenge your thinking? Who supports you after a difficult disclosure? What supervision, reflection and training are available? Add support systems to the TOOLKIT BAG.</p>	<p>supervision and support routes. 6 min: small groups compare arrangements and identify gaps. 4 min: groups add supports to the bag. 2 min: invite each participant to identify one follow-up action.</p>	<p>or appropriate peer route. Informal support does not replace safeguarding reporting. Remind participants to use authorised channels and protect identifiable information. If support is missing, make finding an agreed route an action rather than inventing one.</p>	<p>case details and add supervision, reflection, team support and ongoing learning to the model.</p>	<p>lead and supervisor information; drawings and markers; slide 22.</p>
		<p>10. Big Reflection and Share Back</p> <p>23 Review your Trusted Adult What makes this adult trustworthy? What keeps them safe? What systems support them? What would a young person experience? What role does safeguarding training play? Complete: “A trusted adult is someone who...”</p> <p>24 Your next step What strength do I bring? What do I need to develop? How confident am I with safeguarding? Where will I seek support? What will I do next, and by when? Listen well • act safely • seek support • keep learning</p>	<p>7 min: groups review their drawings against slide 23 and complete the sentence. 10 min: four/five groups share one learning point and their sentence (about two minutes each). 5 min: individual reflection using slide 24; incorporates the notes’ optional journal activity. 5 min: collect brief pilot feedback and answer final questions. 3 min: close using the facilitator notes’ message: empathy, consistency and respect need safeguarding knowledge, judgement boundaries and accountability.</p>	<p>Listen for trust, safeguarding, communication, boundaries, inclusion, training and accountability. Revisit safeguarding if missing. Check that everyone can identify their reporting/advice route. Feedback is an added pilot-delivery step, not an activity specified in the source. Retain anonymised feedback and only photograph drawings in line with agreed consent arrangements.</p>	<p>Review and present their completed model; write one personal action with a timescale and support route. Complete brief feedback on learning, clarity, usefulness and any improvements needed.</p>	<p>Completed drawings; personal action/feedback sheet and pens; slides 23–24; source facilitator notes for the closing message.</p>

Packing and preparation checklist

Quantities assume 25 attendees in five groups. Adjust for each venue. Printed scenario prompts may be combined into one two-sided group sheet; the full scenarios are supplied in the source session plan.

Item	Suggested quantity / action
Presentation	Prepare slides 1–24 from the storyboard; add confirmed contact details on slides 2 and 13.
Drawing materials	5 large sheets minimum, plus 5 spare; 15–20 thick markers; sticky-note pads; tape/Blu Tack. Use larger joined sheets if space permits.
Movement response	YES and NO sign; seated alternatives for anyone who prefers them. Clear an accessible route.
Scenario prompts	5 group copies covering trust, confidentiality, boundaries, both inclusion scenarios and distress; 2 presenter/spare sets.
Safeguarding summary	25 attendee copies + 2 spares, with confirmed lead, policy, recording, reporting and escalation routes.
Support and referral sheet	25 attendee copies + 2 spares; confirm local young people's services, national support and crisis pathways before delivery.
Reflection and pilot feedback	25 copies + 2 spares; personal action section and a separate feedback section or sheet to allow participants to keep their action.
Venue and support	Grouped tables, visible drawings, accessible seating, toilets/exits, agreed quiet/support space and named person to respond to concerns.
Administration	Attendance record, pens, timer, agreed data/consent arrangements and folder for anonymised feedback. Keep personal concerns out of general feedback records.

Suggested participant reflection and feedback prompts

Personal reflection action to keep:

- One strength I bring;
- one skill or knowledge gap;
- where I will seek advice/support;
- one action and target date.

Pilot feedback to return:

- What was most useful?
- Which activity/instruction was unclear?
- What needs adapting for your setting?
- One improvement to the resources or delivery.
- Avoid identifiable cases or personal safeguarding disclosures on the feedback sheet.

