Safeguarding Adults and Children in Therapeutic Practice: Law, Recognition and Response: Facilitator Pack

THE TALKING THERAPIES UK FACILITATOR PACKS



Safeguarding Adults and Children in Therapeutic Practice: Law, Recognition and Response: Facilitator Pack

Teaching the course to a group

A facilitator pack · 6 sessions · for trainers

TALKING THERAPIES UK

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First edition, 2026.

This pack accompanies the course “Safeguarding Adults and Children in Therapeutic Practice: Law, Recognition and Response” on Talking Therapies UK Training & CPD and its course book. It is drawn from the course and is kept current with it: whenever the course changes, the pack is set again.

This printing was set on 27 October 2026 from the course as it stood that day.

A note on teaching from this pack. It supports qualified trainers and supervisors teaching within their competence. Running the course from it does not award the course’s CPD certificate, which participants gain by completing the course online.

Set in Poppins and Roboto, the Talking Therapies UK typefaces.

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How to use this pack

This pack is for trainers and supervisors who teach the Talking Therapies UK course “Safeguarding Adults and Children in Therapeutic Practice: Law, Recognition and Response” to a group: a session for each of its 6 modules, with timed plans, the points to draw out, group activities and discussion questions, the course’s assessment with answers, an attendance register and an evaluation form.

Part 1 sets out the course and how to plan it. Part 2 has a timed plan for each session, built from the course’s own modules, lessons and practice tasks; read it with the module it teaches. Part 3 holds the course’s assessment with its answers, an attendance register and an evaluation form.

What this pack covers

- Plan the course as 6 sessions
- Follow a timed plan for each session
- Draw out each lesson’s key points
- Run each lesson’s practice task as a group activity
- Check understanding with the course’s own questions
- Keep a register and gather evaluations

PART 1

Planning the course

What the course covers, who it is for, and how to run it.

CHAPTER 1

About Safeguarding Adults and Children in Therapeutic Practice: Law, Recognition and Response

This premium programme is a comprehensive, practice-focused course on safeguarding children and adults for psychological therapists, counsellors, psychotherapists and allied practitioners working in the NHS, the voluntary sector, schools and independent practice in England, with notes throughout on the different framework in Wales. It is written for practitioners who hear, often before anyone else, what is happening in people's lives, and who must decide what to do with what they hear.

The course is current to October 2026. It teaches Working Together to Safeguard Children 2026, which replaced the 2023 edition in March 2026, and the information sharing duty in section 16LA of the Children Act 2004, which came into force on 30 September 2026. It explains the duty to report child sex offences in the Crime and Policing Act 2026 in detail and makes clear, wherever it is mentioned, that the duty is not yet in force. It covers the Care Act 2014 and its statutory guidance as updated in 2025, the Mental Capacity Act 2005 and the inherent jurisdiction, the Domestic Abuse Act 2021, the FGM reporting duty, the Prevent duty, modern slavery and forced marriage law, and the professional standards of BACP, UKCP and the HCPC, including the date from which the new BACP Ethical Framework becomes mandatory.

Across six modules and thirty lessons you will study the legal and ethical foundations of safeguarding; the recognition of abuse, neglect and exploitation of children and adults, including domestic abuse, coercive control, self-neglect and online harm; receiving disclosures, judging thresholds, making referrals and keeping defensible records; specific harms such as radicalisation, trafficking, forced marriage, so-called honour-based abuse, technology-facilitated abuse, harm in families and abuse by professionals; Making Safeguarding Personal, capacity and coercion, children's voices and Gillick competence, trauma-informed and anti-racist practice, and work with people who may pose a risk; and learning from reviews, professional curiosity, supervision, vicarious trauma and integrated case consultation.

Every lesson contains a worked clinical example, the common pitfalls in practice and a reflective question, together with key points, a practice task for the week, study activities and further reading. The course includes an extended case study, a glossary and a 25-question assessment with a pass mark of 80 per cent. Every reference has been checked against its publisher, legislation.gov.uk, the National Archives or the issuing body.

The course is clear throughout about what the law requires of whom, and about the therapist's own role and its limits. It does not replace your employer's mandatory training or your local safeguarding procedures, and it asks you at each stage to check the current position, because safeguarding law and guidance continue to change.

By the end of the course, participants will be able to

- Explain the statutory frameworks for safeguarding children and adults in England, the main differences in Wales, and the professional and ethical duties of therapists.
- Recognise the categories and indicators of abuse, neglect and exploitation of children and adults, including domestic abuse, coercive control, self-neglect and online harm.
- Receive disclosures in ways that support the person and protect any later investigation, and record them accurately in the person's own words.
- Judge thresholds for children and adults, make clear and specific referrals, and use escalation procedures when a response seems inadequate.
- State accurately which reporting and information sharing duties apply to you, including the FGM duty, the section 16LA information sharing duty and the pending duty to report child sex offences.
- Respond proportionately to radicalisation, modern slavery, forced marriage, so-called honour-based abuse, technology-facilitated abuse, harm in families and allegations against professionals.
- Apply Making Safeguarding Personal, the Mental Capacity Act 2005 and the inherent jurisdiction to adults with and without capacity.
- Hear children's voices, assess Gillick competence and explain confidentiality and its limits to children and young people of different ages.
- Practise in ways that are trauma-informed, anti-racist and inclusive, and work safely with people who may pose a risk to others.
- Use learning from reviews, professional curiosity, supervision and attention to your own wellbeing to make defensible decisions under uncertainty.

Who it is for

The course is pitched at experienced practitioners working with complex presentations, who already use the approach in their practice.

At a glance

- 6 sessions of about 210 minutes, one for each of the course's modules.
- The online course is accredited for 30 hours of CPD.
- Each participant needs the course book, or access to the online course, for reading between sessions.

CHAPTER 2

Planning the sessions

Run one session for each module, a week or a fortnight apart, so that participants can read the module and try its practice task between sessions. The sessions can also be run as a block over two or three days.

OVERVIEW

The course at a glance

Session	Module	Lessons	Time
1	Foundations: law, principles and the therapist's position	5	210 minutes
2	Recognising abuse, neglect and exploitation	5	210 minutes
3	Responding: disclosure, thresholds and referral	5	210 minutes
4	Specific harms and complex presentations	5	210 minutes
5	People, rights and voice	5	210 minutes
6	Learning, accountability and supervision-level practice	5	210 minutes

The group

- Six to sixteen participants: enough for small-group work, few enough for everyone to contribute.
- Agree ground rules at the first session: confidentiality, respect for different experience, and how participants will speak about their own clients (with nothing that could identify them).
- Ask before the course about access needs, and send any reading a week ahead.

What you need

- A copy of this pack, and the course book or the online course for each participant.
- A flipchart or whiteboard, and space for groups of three or four to work.
- Printed copies of the attendance register and the evaluation form in Part 3, which you may copy for the groups you run.

Keeping it safe

Training about psychological difficulties can bring up participants' own experience. Say at the start that anyone may step out, have someone available to talk to afterwards, and know where to point a participant who is struggling: their GP, their own supervisor or employee assistance programme, or Samaritans on 116 123.