

Safeguarding Children - for Education - Level 1

Introduction

This Safeguarding Children for Education Level 1 course is intended for people who work in the Education and Early Years sector who make or who could potentially make onward safeguarding referrals to the police and Children's Social Care.



Audience

This Safeguarding Children for Education (Level 1) course is intended for all people who work in the Education sector.

This includes:

Receptionists, caretakers and other maintenance staff, patrol attendants, administrators, ground-staff, cleaners, catering staff, welfare staff, IT support staff, occupational therapists, school nurses, chaplains, psychologists, teaching assistants and other support staff, teachers, lecturers, designated senior people, head-teachers and governors.

Objectives

This course will enable you to:

- Learn the background and legal basis for safeguarding
- Understand the importance of serious case reviews
- Understand the origins and core functions of Safeguarding Partnerships
- Know what is meant by safeguarding and child protection
- Learn the definition of child protection and child abuse
- Understand the concept of significant harm
- Learn the key principles of child protection
- Know what to do if child abuse is suspected
- Know who abuses children
- Learn the definitions of physical abuse, emotional abuse, sexual abuse and neglect
- Know the causes of abuse
- Learn how to recognise signs of abuse from the victim and perpetrator
- Know the effects of abuse on children
- Learn how to and how not to respond to concern that a child is at risk of harm
- Know what information to record
- Know what to do if you have concern
- Learn how to respond to a disclosure or allegation of abuse or neglect

Modules

This course contains the following modules:

Module name

- Background to safeguarding children for education
- Introduction to child abuse
- Recognising abuse and neglect
- If You Have Concerns - Teachers and Support Staff
- Responding to a disclosure: what you should do

Content

Here are some topics covered in this course:

Everyone saw Victoria suffering but no one saved her | Serious case reviews | Every Child Matters and the Children Act 2004 | Children's Trusts and Safeguarding Partnerships | Baby P (Peter Connelly) | The Munro report | Revision and streamlining of the legislation | Working Together to Safeguard Children | Local Safeguarding Partnerships and their core functions | What is meant by safeguarding? | Who is responsible for safeguarding children? | Some facts and myths | What are we safeguarding children from? | Definition of child abuse | Definition of significant harm | Parenting and abuse | How to establish whether there is significant harm | The role of Children's Social Care | Is there really a problem? | Myths on how to treat children | Who abuses children? | Forms of abuse | Indicators of abuse | Children's response to abuse | Safeguarding: important principles | Causes of physical abuse | Signs from the victim and Signs from the abuser | Effects on children | Definition of emotional abuse | Causes of emotional abuse | Components of emotional abuse | Signs of emotional abuse | Signs from the abuser | Emotional abuse during childhood | Myths of sexual abuse | Grooming | Signs of sexual abuse | Signs from the abuser | Disclosure | Cause of neglect | Signs of neglect | Signs from the abuser | Asking questions | Attempt to resolve? | Making Promises? | Discuss with colleagues? | Can you wait? | Keeping good records | Concerns about a colleague? | What children fear | What children want | Types of disclosure | Safety first and avoiding promises | Listen carefully | Do not interrogate | Communicate appropriately | Actions to avoid | Actions to undertake

