

# Safeguarding Children - for Education - Level 1

## Introduction

This Safeguarding Children for Education Level 1 course is intended for people who work in the Education 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 Local Safeguarding Children's Boards
- 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 LSCB's | Baby P (Peter Connelly) | The Munro report | Revision and streamlining of the legislation | Working Together to Safeguard Children | Local Safeguarding Children Boards (LSCB) | LSCB: 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

