

## Safeguarding Children

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**Surname:**

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**Company:**

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**Date:**

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**Please complete the above, in the blocks provided, as clearly as possible.  
The date should be the day you finish & must be written in the DD/MM/YYYY format.**

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N.B: We are aware that official practice is to use the terms “service users” or “people using this service” to describe those receiving care. We prefer the term “client” and use it throughout our training package.

### Key:



worksheet



important



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## Learning outcomes.

- Know what is meant by Safeguarding.
- Identify relevant legislation.
- Understand the importance of a child centred approach.
- Recognise indicators of abuse.
- Understand the importance of the rights and needs of the child.
- Be aware of the need to work in partnership with parents / carers and other agencies.
- Develop an awareness of domestic abuse, radicalisation, child sexual exploitation, female genital mutilation (FGM) and honour based abuse.
- Identify procedures for reporting concerns and issues around Safeguarding.

## Fundamental standards.

The fundamental standards are the standards by which CQC will inspect social care. The standards are based on the regulations from the Care Act 2014 and CQC have changed the focus for the purposes of inspection.

The fundamental standards are those standards that no care setting must fall below.

## The standards are based on five areas as follows:

- |                    |   |
|--------------------|---|
| <b>Safe.</b>       | People are protected from abuse and avoidable harm.   |
| <b>Effective.</b>  | People's care, treatment and support show quality of life and promote good outcomes, and providers should show evidence to prove it.                    |
| <b>Caring.</b>     | Care should be person centred involving dignity and respect, and compassion.  |
| <b>Responsive.</b> | Following correct working procedures as agreed by your workplace and as set out in the client's care plan.  |
| <b>Well led.</b>   | Management leadership and governance should ensure all of the above happens. Staff training should be recognised and openness and fairness be apparent. |

These areas are known as key lines of enquiry or KLOES. Each KLOE has a set of criteria which CQC use to check whether the fundamental standards are being met.

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The fundamental standards are as follows:

**Person centred care.** Ensuring that those receiving the care are at the centre of all decisions.

**Dignity and respect.** Providing the client with dignity and respect in all aspects of their care.

**Need for consent.** Asking the client's permission before carrying out tasks that affect them.

**Safe care and treatment.** Following correct working procedures as agreed by your workplace and the client's care plan.

**Safeguarding service users from abuse.** Following agreed working and Safeguarding procedures and being aware of signs and symptoms.

**Meeting nutritional needs.** Being aware of dietary needs, working with the care plan, ensuring clients have the right equipment and conditions to eat.

**Cleanliness, safety and suitability of premises and equipment.** Carrying out required checks of premises and equipment, implementing cleaning rotas and carrying out safety checks.

**Receiving and acting on complaints.** Having a complaints policy and procedure in place that is accessible to all and act in accordance with the policy when dealing with complaints.

**Good governance.** Ensuring that all aspects of the workplace is overseen and policies and procedures are implemented and monitored regularly.

**Staffing.** Fit and proper persons employed.  
Fit and proper person requirement for Directors is followed.

**Duty of candour.** Relevant information must be volunteered to all persons who have or may have been harmed by the provision of services, whether or not the information has been requested and whether or not a complaint or a report about that provision has been made.

Our Redcrier manuals will provide your staff with training to support attainment of the fundamental standards.

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## Ofsted standards.

Ofsted is the office for standards in education and children's services. Their role is to inspect services that care for children and young people and also services that provide education and skills for learners of all ages.

The aim of inspection is to raise standards, improve lives and maintain the safety of the children in the care of the organisation being inspected.

Inspectors will be looking at whether safeguarding arrangements in place are having a positive impact on the safety and welfare of the children or learners.

Inspectors will be looking for evidence of the following:

- Children and learners are protected and feel safe to complain or raise concerns and understand the process for doing so if appropriate. Adults respond in an appropriate and timely manner.
- Effective child protection and staff behaviour policies are in place.
- All staff and other adults are clear about processes, when they are concerned about a child.
- There is a named lead, who plays an effective role in protecting children and responding to concerns.
- Children can identify a trusted adult they can communicate concerns to.
- Written records are made in an appropriate and timely way.
- Any child protection and / or safeguarding concern is shared immediately with the relevant local authority. Records of referral are retained and updated as required.
- When a child requires a child protection plan, it identifies the help the child needs and any action to be taken if further concerns are raised.
- Procedures should be available in the event of the following:
  - Children going missing.
  - Children misusing drugs, alcohol, committing offences or self harming etc.
  - Children who are vulnerable to sexual exploitation or radicalisation.
- Children are taught how to keep themselves safe by enabling them to take age appropriate risks as part of their growth and development.
- Staff make clear written risk assessments and put in place boundaries around what is safe and acceptable behaviour to benefit all children.

# Safeguarding Children

## Introduction.

There are over 11 million children under 18 in England. In 2014-2015, over 390,000 children received support from Children's Services and over 49,000 children were identified as needing protection from abuse. The main concern, identified in 45% of child protection plans, was neglect.

*Department of Education 2015.*

In the NSPCC report "*How safe are our children*" the key findings were:

All four countries in the UK have seen an increase in sexual offences against children.

England and Wales have seen an increase in the number of recorded cruelty and neglect offences.

Reports of online abuse have increased including the number of recorded obscene publication offences, the number of child abuse images online and a rise in the number of childline counselling sessions about sexting and cyberbullying.

*How safe are our Children NSPCC 2016.*

## Who has responsibility.

The Government says it is the responsibility of everyone to protect all children by being aware of what is meant by the terms harm or abuse and being aware of how to raise concerns if we think a child may be at risk of harm / abuse.

If you work with children it is your and your employer's responsibility to ensure that the way in which you work keeps the children in your care safe and does not place them at an unacceptable risk of harm.

This manual aims to ensure that you have a working understanding of your role in keeping the children in your care safe, and knowing how to report and record any concerns or issues.

**It is important that as well as completing this manual you read, understand and follow your workplace Safeguarding policies and procedures; as they will reflect the policies of your Local Childrens Safeguarding Board.**



## Unit One

### What is Safeguarding?

Safeguarding is a much broader term than the previous title of Child Protection. It encompasses the action taken to promote the care and welfare of the child and protect them from harm as well as the procedures to deal with raising a concern if you think a child may be the subject of harm. Safeguarding is the responsibility of everyone who works with children or comes into contact with them through their work.

### Safeguarding children means:

- Protecting children from maltreatment.
- Preventing impairment of children's health and development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have quality of life.

### *"Working Together to Safeguard Children 2015"*.

This document provides the legal framework to protect children. It identifies what is needed to ensure a robust Safeguarding system is in place. Children are at the centre of the framework; along with the need to look at each child and their circumstances as individual.

### Effective Safeguarding can be achieved by:

- Putting the children's needs first. This ensures the child receives the support they need before the problem escalates.
- Ensuring everybody in your organisation, who has contact with children, is alert to the needs of the child and any risks of harm that abusers, or potential abusers, may pose to that child.
- Information sharing with relevant people happens as and when required and those in receipt of the information are aware of whom they can discuss any concerns with e.g. colleagues, line managers and Local Safeguarding Boards when appropriate.
- Expert judgements ensure the child's needs are at the heart of the Safeguarding system to ensure the right solutions are made for each individual child.
- All professionals involved with the child take part in reviewing the plans and outcomes in place for that child.
- Local Safeguarding Children Boards (LSCB's) co-ordinate the work to safeguard children in their locality and monitor and challenge the effectiveness of local arrangements.

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- When things go wrong Serious Case Reviews (SCR's) are published. Any mistakes made should be transparent so that lessons can be learned and data is evidenced and examined to inform change.
- When all of the above is in place the Safeguarding system should work well in protecting our children.

## **There are two key principles that underpin good Safeguarding:**

- Safeguarding children is the responsibility of all professionals who work with, or come into contact with children.
- A child centred approach should be used to meet the needs and wishes of each individual child.

## **Children have identified that they need the following:**

- To have adults notice when things are troubling them.
- To be heard and understood and action taken when necessary.
- To develop an ongoing relationship of trust with people who are helping them.
- To be treated with respect.
- To be given necessary information and be involved in decisions, procedures, concerns and plans affecting them.
- To be given explanations, reasons and decisions of anything relating to them.
- To be provided with support in their own right.
- To be provided with advocacy to put forward their views.

## **The rights of the child.**

It is also important to be aware of the United Nations "*Convention on the Rights of the Child*". It identifies that children have rights and also have the right to be supported to exercise those rights.

Children have the right to be alive, to have a name, a nationality and to have an identity which is an official record of who they are. Children also have a right to an opinion, to be listened to and heard.

## **Some of the rights identified relate to Safeguarding as follows:**

- Children have the right to find information from all sources including newspapers, internet and books. Adults have a duty to make sure the information is not harmful to the child and support them to find, and understand, the information they need.

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- Children have the right to be protected from being hurt and mistreated, in body or mind, and receive appropriate help.
- Children have the right to the best health care, safe water to drink, nutritious food, a clean and safe environment, clean clothing and the right to play and rest.
- Children have the right to protection from harmful drugs.
- Children have the right to be free from sexual abuse and any type of exploitation or radicalisation.
- Children have the right not to be punished in a cruel and harmful way.

## Legislation.

The following pieces of legislation and documentation relate to protecting children:

### **Children Act 1989.**

The Children Act 1989 replaced all previous legislation relating to children. The key principles put the child's welfare at the centre and outlined the expectations and requirements of the duty of care of all children.

### **Children Act 2004.**

This Act places a duty of care on local authorities to be accountable for the delivery of children's services and to work with partners such as police, health service etc to promote the wellbeing of children and young people.

### **Children and Families Act 2014.**

This Act focuses on promoting and protecting the rights of children by ensuring services are more accessible to children and their families. The Act creates an education, health and care plan based on a single assessment process to ensure children receive the support they need from birth to twenty five years. It puts a duty on Local Authorities to provide clear easy to read material about services available to children and families and ensures that families and their children are involved in discussions and decisions about their education and care.

There are a number of other pieces of legislation to be aware of including: The Equality Act 2010, Education Act 2002, Safeguarding Vulnerable Groups 2006, and Protection of Freedoms Act 2012.

## Safeguarding Children

Make a list of the things you do in your role that help to Safeguard the children you come into contact with or work with.

Sample