

Safeguarding Children - Levels 1 and 2 v2

Introduction

This Safeguarding Children (Levels 1 and 2) course is intended for everyone who makes or who could potentially make onward safeguarding referrals to the police and Children's Social Care.



Audience

This Safeguarding Children (Levels 1 and 2) course is intended for staff who fall into the following work groups:

Group 3: Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.

Group 4: Members of the workforce who make onward safeguarding referrals to the police and Children's Social Care.

Group 5: Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries, including professionals police and children's social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need.

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
- Know the causes of abuse

Content

Here are some of the 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 | Closed Questions | Acceptable closed questions | Open questions | Open questions for young children | Avoid "why" | TED questions | Tell me questions | Multiple questions | Leading questions | Leading questions: assumptions | Limiting questions | Referral pathways | Information review | Seek advice? | Gather evidence? | Seeing the child? | Suggestion of risk | Inform the child? | Inform the parents? | Information gathering | Before the referral | Framework for assessments | Taking the referral | Ask questions | Referral outcomes | Partnership | Referral decision | Khyra Ishaq | Identifying risks | What is a chronology? | What is the purpose of a chronology? | When should a chronology be started? | Recording a chronology | Significant events | Examples of significant events | Professional judgement | Positive factors | Involving the family | How should a chronology be used? | Background to the framework for assessments | Who should use the assessment framework? | Assessment framework dimensions and domains |

- 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
- Learn about the types of questions that can be asked, should be asked, and should be avoided
- Know what to consider before referring a safeguarding concern to Children's Social Care
- Know what information you should provide to Children's Social Care and the questions you should ask
- Know what you and Children's Social Care should do following a referral
- Know who should use the Framework for the Assessment of Children and their families and why
- Understand the important principles that underpin the Framework
- Know what is required to assess children's needs
- Understand the 'Domains' and 'Dimensions' of the Framework
- Understand the importance of keeping an up to date chronology
- Learn how to record chronologies
- Know the purpose of a Strategy Discussion
- Learn about the possible outcomes of a Strategy Discussion
- Know the purpose of Section 47 Enquiries
- Learn about the possible outcomes of Section 47 Enquiries
- Learn about Initial Child Protection Conferences

Child development | Assessing developmental needs | Assessing parenting capacity • Caregivers and the dimensions of parenting capacity | Family and environmental factors | Multiple caregivers | Safeguarding and child protection | Strategy discussion | Strategy discussion outcomes | Initiating section 47 enquiries | Court orders | Outcome of section 47 enquiries | Arrangement of the initial child protection conference | Initial child protection conference | The conference outcome | Outline child protection plan | Core group membership | Core group meetings | Arrange first child protection review conference | Child protection review conference | Discontinuing the child protection plan | Summary of child protection workflow

