

Title:	Keeping Children Safe
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	F/652/0187
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to understand safeguarding in children's social care and basic ways to recognise and respond to risks.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to know the meaning of safeguarding for children.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to

The learner must:

- 1.1 Define **safeguarding**.
- 1.2 State why safeguarding is **important** for children.

2. Be able to recognise risks to children.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to identify potential risks and harm to children.

The learner must:

- 2.1 Identify examples of **risks or abuse**.

2.2 Identify signs a child may be at risk.
3. Be able to know how to respond to concerns.
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to understand basic procedures for reporting concerns.</p> <p>The learner must:</p> <p style="padding-left: 40px;">3.1 Identify who to tell if a child is at risk.</p> <p style="padding-left: 40px;">3.2 State why it is important to report concerns.</p>

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>

Requirements	
Safeguarding	<p>Definition:</p> <p>Safeguarding means protecting children from harm, abuse, or neglect and ensuring they are safe and supported.</p> <p>Teaching must include:</p> <p>Learners must be taught that safeguarding involves:</p> <ul style="list-style-type: none"> • Protecting children from abuse or harm • Ensuring children grow up safely and with appropriate care • Promoting children’s health, wellbeing, and development <p>Learners must state at least two key elements of safeguarding.</p> <p>Teaching could include:</p> <ul style="list-style-type: none"> • Simple explanations of safeguarding policies • Realistic but age-appropriate safeguarding scenarios • Discussion about why children need protection and support
Important	<p>Definition:</p> <p>Safeguarding is important because it protects children from harm and supports their wellbeing and development.</p>

	<p>Teaching must include:</p> <p>Learners must state at least two reasons safeguarding is important, such as:</p> <ul style="list-style-type: none"> • Protects children from abuse, neglect, or harm • Helps children feel safe and supported • Promotes healthy development and wellbeing • Ensures children’s rights are respected <p>Teaching could include:</p> <ul style="list-style-type: none"> • Discussion of the effects of unsafe environments • Examples of how safeguarding keeps children safe
<p>Risks or Abuse</p>	<p>Definition:</p> <p>Risks or abuse are situations where a child may be harmed, neglected, or treated unfairly.</p> <p>Teaching must include:</p> <p>Learners must identify at least four examples of risks or abuse, such as:</p> <ul style="list-style-type: none"> • Physical abuse – hitting or harming a child • Emotional abuse – shouting, bullying, or humiliation • Neglect – lack of food, care, supervision, or hygiene • Unsafe environments – hazards, dangerous situations, or lack of supervision <p>Teaching could include:</p> <ul style="list-style-type: none"> • Simple case studies or scenario discussions • Visual examples showing safe vs unsafe situations
<p>Signs</p>	<p>Definition:</p> <p>Signs of risk are changes in behaviour or physical indicators that may suggest a child is unsafe or experiencing harm.</p> <p>Teaching must include:</p> <p>Learners must identify at least three possible signs, such as:</p> <ul style="list-style-type: none"> • Unexplained injuries or frequent bruises • Sudden behaviour changes (fear, withdrawal, aggression) • Poor hygiene or signs of neglect • The child appearing anxious or frightened

	<p>Teaching could include:</p> <ul style="list-style-type: none"> • Scenario discussions • Observation activities identifying warning signs
<p>Who to Tell</p>	<p>Definition: Reporting means informing a responsible person who can take action to protect the child.</p> <p>Teaching must include: Learners must identify at least two people or roles they could report concerns to, such as:</p> <ul style="list-style-type: none"> • A supervisor or manager • A designated safeguarding lead • A teacher, social worker, or responsible professional <p>Teaching could include:</p> <ul style="list-style-type: none"> • Explanation of organisational reporting procedures • Discussion of safeguarding roles within services