

<b>Title:</b>	Safeguarding Children and Young People
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unique Reference Number:</b>	K/652/0233
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand safeguarding responsibilities and recognising risks to children and young people.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	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 understand safeguarding responsibilities.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand the responsibility of adults to protect children.

The learner must:

- 1.1 Define safeguarding in a children's social care context.
- 1.2 Describe why safeguarding is important in children's services.
- 1.3 Identify **responsibilities** of adults in children's social care to safeguard children and young people.

2. Be able to recognise risks to children and young people.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise situations where children may be at risk.

The learner must:

- 2.1 Identify types of **abuse**.
- 2.2 Describe possible **signs** that a child may be at risk.

3. Be able to understand how safe environments support children.

**Delivery content:**

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

The learner must:

- 3.1 Identify features of **environments** that help keep children safe.
- 3.2 Describe **behaviours** adults should demonstrate to support children’s safety.

**Scope of Training**

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.

**Requirements**

**Responsibilities**

**Definition:**

Adults in children’s social care are responsible for ensuring children are safe, observing and reporting concerns, and following safeguarding policies.

**Teaching must include:**

Learners must identify at least three responsibilities, such as:

- Observing and monitoring children for signs of harm
- Reporting concerns promptly to designated staff
- Following safeguarding policies and procedures
- Maintaining professional boundaries and confidentiality
- Promoting safe environments

**Teaching could include:**

- Discussion of the roles of different staff in safeguarding
- Examples of good practice in safeguarding responsibilities

<p><b>Abuse</b></p>	<p><b>Definition:</b> Abuse is any action or lack of action that causes harm or distress to a child.</p> <p><b>Teaching must include:</b> Learners must identify at least four types of abuse, such as:</p> <ul style="list-style-type: none"> <li>• Physical abuse – hitting, shaking, or causing physical harm</li> <li>• Emotional abuse – verbal abuse, humiliation, or threats</li> <li>• Sexual abuse – inappropriate sexual contact or exploitation</li> <li>• Neglect – failing to provide basic needs like food, shelter, or supervision</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Visual examples of abuse types in a safe and sensitive way</li> <li>• Discussion of less obvious forms of abuse (e.g., online or peer abuse)</li> </ul>
<p><b>Signs</b></p>	<p><b>Definition:</b> Signs of risk indicate that a child may be experiencing harm or neglect.</p> <p><b>Teaching must include:</b> Learners must describe at least three signs, such as:</p> <ul style="list-style-type: none"> <li>• Unexplained injuries or frequent bruising</li> <li>• Changes in behaviour (withdrawn, anxious, aggressive)</li> <li>• Poor hygiene or malnutrition</li> <li>• Fear of certain adults or environments</li> <li>• Sudden changes in attendance, engagement, or performance</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Case studies highlighting different warning signs</li> <li>• Group discussion of how to respond appropriately</li> </ul>
<p><b>Environments</b></p>	<p><b>Definition:</b> Safe environments reduce risk of harm and support children’s wellbeing.</p> <p><b>Teaching must include:</b> Learners must identify at least four features, such as:</p>

	<ul style="list-style-type: none"> <li>• Clean and hazard-free spaces</li> <li>• Safe equipment and furniture</li> <li>• Supervised play and activities</li> <li>• Clear rules and boundaries</li> <li>• Secure access and exits</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Activities identifying safe vs unsafe environments</li> <li>• Discussion of environmental checks and risk assessments</li> </ul>
<p><b>Behaviours</b></p>	<p><b>Definition:</b></p> <p>Adults promote safety by acting responsibly, observing, and modelling safe and respectful behaviour.</p> <p><b>Teaching must include:</b></p> <p>Learners must describe at least three behaviours, such as:</p> <ul style="list-style-type: none"> <li>• Being vigilant and observant for signs of risk or harm</li> <li>• Following safeguarding policies and procedures</li> <li>• Modelling respectful and safe interactions</li> <li>• Maintaining professional boundaries</li> <li>• Listening to children and responding appropriately</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play demonstrating safe practice</li> <li>• Discussion of professional behaviours that support wellbeing and safety</li> </ul>