

Effective Safeguarding Practice (Revised 2019)

The purpose of the course is to provide an overview of your safeguarding responsibilities as an early years practitioner. It covers the language and principles of safeguarding and the legal and statutory regulation of early years services and requirements as laid out in the Early Years Foundation Stage. It also covers what you need to know to enable you to identify the potential signs and indicators of abuse and neglect, and how respond to child protection concerns. The course has been revised to take into account the changes to the statutory guidance Working together to safeguard children.



Course details

- Level 2 course (as graded against the nationally accepted levels)
- Four modules with four multiple-choice questionnaires
- Four CPD credits*
- Optional narration of the course modules and questionnaires for accessibility
- Personalised downloadable certificate
- 70% pass mark
- Printable modules for future reference

*1 CPD credit equals up to 1 hour of learning

Course content

Module 1 The Language and Context of Safeguarding

- The language of safeguarding
 - Child protection
 - Safeguarding and promoting welfare
 - Harm
- Referring concerns and the principle of early help
- Child abuse
 - Neglect
 - Emotional abuse
 - Physical abuse
 - Sexual abuse
- Safeguarding is everyone's responsibility
- Child-centred working
- Take timely action
- Reflection



Module 2 Legal and Statutory Regulation

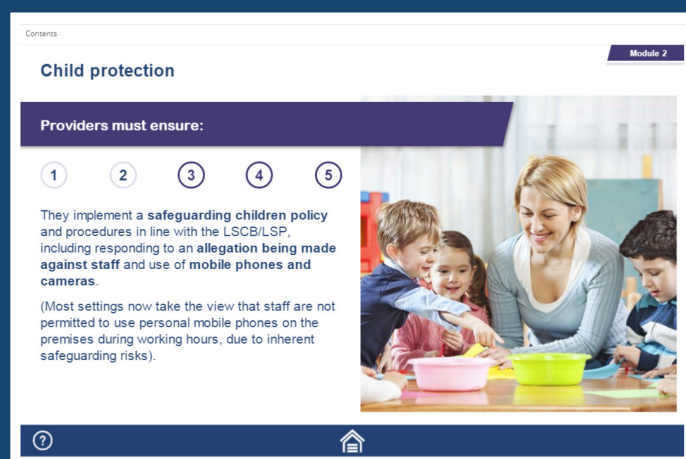
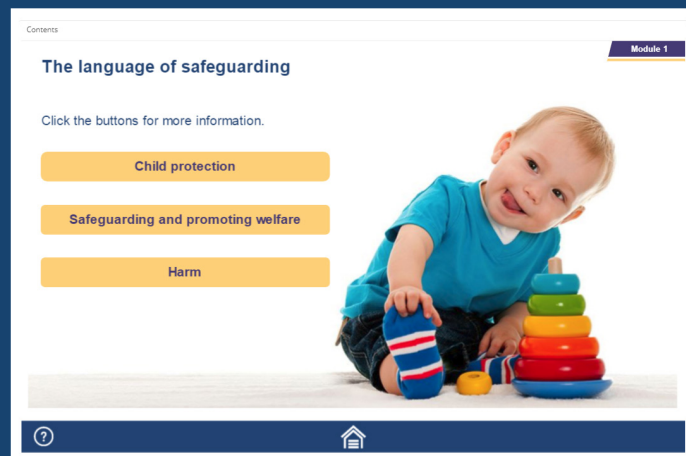
- Child protection
- Staff suitability
- Allegations of harm against a member of staff or volunteer
- The Local Authority Designated Officer (LADO)
- Whistleblowing
- Promoting good health
- Managing children's behaviour
- Ensuring the safety and suitability of premises, environment and equipment
- Supporting children with SEND
- Concerns and complaints
- Safeguarding, inspections and the Common Inspection Framework (CIF)

Module 3 Recognising Abuse and Neglect

- Identifying abuse
 - Potential indicators of neglect in babies and young children
 - Potential indicators of emotional abuse
 - Potential indicators of physical abuse
 - Potential indicators of sexual abuse
- Considering parental indications
- Risks
 - Parental risk factors
 - Other risks
- Allegations against staff

Module 4 Responding to Concerns

- The designated person
- Multi-agency working
- Information sharing
 - Seven basic principles
 - How to share information
- Consent
 - When consent should not be sought to share information
 - Can information be shared when consent cannot be obtained or is refused
- Referring concerns about adults who may be vulnerable to the local authority
- Child protection plans
- Child in Need plans
- Recording



This course is suitable for

Members of the Early Years Alliance and early years practitioners.

Key features

- Visually engaging and highly interactive
- Answer explanations for those who achieve the pass mark
- Additional resources to expand learning
- Written by experts at the Early Years Alliance



Contents

Safeguarding and promoting welfare

Module 1

'Safeguarding and promoting the welfare of children' is sometimes used interchangeably with 'child protection' but they don't have the same meaning.

Safeguarding and promoting the welfare of children covers a broad range of activities, such as ensuring the play environment is safe, and encouraging children's development. It includes:

- 1
- 2
- 3
- 4

ensuring that children are growing up in circumstances consistent with the provision of safe and effective care



Contents

Identifying abuse

Module 3

In early years settings workers should be able to identify if a baby or young child may be at risk of abuse or neglect and to respond appropriately to any concerns.

Of 68 serious case reviews published in 2017 and 2018, over half concerned children aged five or under.

Although a child may be showing potential indicators this does not mean that abuse is occurring. Practitioners should refer safeguarding concerns to the appropriate agency (usually through the designated person) and escalate their concerns if they remain unhappy with the response.



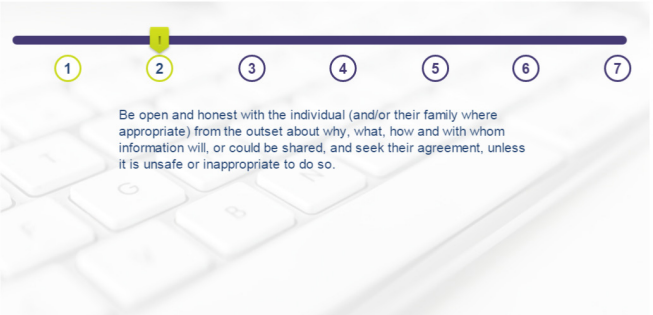
Contents

Seven basic principles

Module 4

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.




M 1

Question 5

Who decides whether a child is or may be suffering from significant harm?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

- a) The designated safeguarding lead at the setting
- b) Someone who is medically qualified
- c) The local authority children's social work team



Why choose us?



“ Fantastic training opportunity to be able to offer the team and the test at the end enables me to have confidence that the practitioners have a good understanding of the training. ”

Lorraine Weaver-Ennis
Owner/Manager Hinckley Road Nursery

- www.educare.co.uk
- 01926 436 211
- online@educare.co.uk

