Transcript of learning:

Evidence of compliance with Group A and B National Training, Learning and Development Standards in Thirtyone:eight's Safeguarding Children and Young People Webinar.

Group:	Framework requirement:	Applicable course component:
A a)	1. What's meant by the term 'safeguarding'	Module 1, slide 10: "Safeguarding is concerned with ensuring a person is free from harm, risk and danger, and that the individual can access the support they need to thrive and do well in life." (Douglas and Fourie, 2022)
	2. The main categories of abuse and neglect.	Module 1, slide 14: These are the categories of abuse defined in legislation when safeguarding children and young people. Physical, Emotional, Neglect and Sexual Abuse (PENS). Financial Abuse is an additional category for children only in Welsh law. Welsh legislation does not separate adult and child safeguarding rather talks of 'Safeguarding People'. Children could be affected by financial abuse if, for example, benefits/disability payments are being withheld or not being spent on the child. These forms of abuse will be explored further in the scenarios in module 2.
	3. Common signs and symptoms associated with abuse, harm and neglect.	Module 2, slide 18 and further examples in individual case scenarios
	4. Other situational risk areas that may lead to abuse, harm and neglect.	Module 1, slide 10- For our churches, faith organisations and many charities, our contexts are more complex. We have to balance open doors, a welcome for all and a culture of creating family – all good things – with a recognition that we have a duty to protect the vulnerable and also the sad reality that those who wish to perpetrate abuse may even target such environments as places with easy access to potential victims. This knowledge is a key reason why we want to equip and empower you in your safeguarding task through this training. Also scenarios in module 2, discussion in module 3 'what might make some children more at risk of harm than others?'
	5. Overview of the legal framework and what it means in practice, including an awareness of Part 7 of the Social Services and Well-being (Wales) Act 2014 and their own agency policy.	Act named in handbook page 9, legislation referred to in module 4, slide 57, Wales Procedures in handbook pages 21-24, importance of safeguarding policy for your context module 4 slide 56
	6. How the legal framework supports people's rights to be protected from abuse, harm and neglect.	Module 4, slide 58 – key principles from legislation 'Faith communities are named in legislation as having safeguarding responsibilities and a duty of care to children and young people and to uphold their right to live free from harm, abuse and neglect.'
	7. The roles of different agencies and others involved in safeguarding people's welfare, in the context of the setting.	Module 4 slide 55- poll, role of safeguarding lead includes 'liaises with statutory authorities when necessary'
	8. The role and responsibilities of practitioners in	Module 4 slide 55- poll, role of safeguarding lead

		safeguarding.	
		9. Uphold the rights of people, families and carers	Notes on the Safeguarding definition on slide 10 takes a rights approach to safeguarding and the proactive side of the task
b)		1. Why some people could be more at risk from abuse, harm or neglect.	Module 3, slide 42 'what might make some children more at risk of harm than others?' and subsequent info around grooming
		2. How someone's situation can increase the risk of abuse, harm or neglect, for example, adverse childhood experiences.	Risk to children when domestic abuse is happening in their home, for example, module 1 and scenarios in module 2, other risks discussed in major contemporary concerns, grooming etc. ACES covered in Module 2 Slide 36
		3. Why abuse may not be disclosed by people, family, friends or practitioners, including volunteers.	Module 3 slide 46 'Why didn't they tell me?'
c)		How to report, respond and record concerns or allegations related to safeguarding.	Module 2 respond, module 3 record, module 4 report
		1. Why it's important to report any concerns about possible abuse, harm or neglect and everyone's duty to do this.	Module 4, slide 54 'worried? report your concern' - mandatory reporting in handbook p24
		2. How and when to report concerns – have an understanding of your agency or employer's reporting process or mechanisms.	Module 4, slide 55- role of safeguarding lead, slide 56 policies, procedures and codes of conduct
		3. What should be reported and recorded.	Module 3 – record, slide 43 – record even small concerns, story in slide notes slide 46 – record observed indications, video slide 48- what should Emily record after Jess's disclosure? Slide 56 – recording disclosures or concerns
		4. How to respond to suspected, disclosed or alleged harm, abuse or neglect.	Responding well – do (module 2 slide 37) Responding well – don't (module 2 slide 38)
		5. Actions to take and actions to avoid if harm, abuse or neglect is suspected, disclosed or alleged.	Responding well – do (module 2 slide 37) Responding well – don't (module 2 slide 38) Module 4, slide 54 'worried, report your concern'
		6. Boundaries of confidentiality[2] in relation to safeguarding and information that must be shared.	Responding well – don't (module 2 slide 38 'We cannot promise confidentiality. How would you explain confidentiality to a child or young person you know in the role that has brought you to the training? "I just need you to know if I am worried that you or someone else isn't safe then I have to pass that information on to someone who can help make sure everyone is safe".'
		7. Potential barriers to reporting or raising concerns.	Module 2 slide 35 – challenges of identifying abuse and Module 3 slide 46 'Why didn't they tell me?'
		8. Actions to be taken where there are ongoing concerns about abuse, harm or neglect or where concerns have not been addressed after reporting.	Module 4- report, slide 54 – worried? Report your concern
		9. What the term 'whistleblowing' means.	Module 4- report, slide 56 – policy, procedures codes of conduct
		[1] Risk areas can include e-safety and domestic abuse	Module 1 – major contemporary concerns and module 2 scenarios
		[2] Caldicott Principles: Eight principles to make sure people's information is kept confidential and used appropriately. National Data Guardian, 2020	Module 4 – report, role of safeguarding lead
B		**Group B: Everyone in this group will also need to know everything in group A.**	
a)		Legislation, national policies, and codes of conduct and professional practice in relation to safeguarding.	Handbook page 9 and 21- 24, slides 56 (policy and codes of conduct) and 57 – reference to legislation
		1. The categories of abuse and neglect as defined in Section 197 of the Social Services and Well-being (Wales) Act 2014.	Categories listed and neglect and financial abuse defined in Section 197. Definitions added to trainer notes on slides 27 and 28 (scenarios) - also

			named on slide 14 in module 1
		2. Common signs and symptoms associated with abuse, harm and neglect.	Module 2, slide 18 and further examples in individual case scenarios
		3. Other situational risk areas that may lead to abuse, harm and neglect.	Major contemporary concerns, module 1 slides 15-17, discussion module 3 slide 42- what might make some children and young people more at risk of harm than others?
		4. Overview of the legal framework and what these mean in practice, to include local and national policy and principles, Children Act, Mental Capacity Act[1], Domestic Abuse legislation and the United Nations principles (older people) and conventions (children) and European Convention on Human Rights.	Laws specified here that relate to children and young people are named on page 9 of the course handbook.

Some additional info- handbook page 9 and 21- 24, Module 4 – report, slides 56 (policy and codes of conduct) and 57 and 58 (legislation) |
		5. How the legal framework supports people's rights to be protected from abuse, harm and neglect.	Pages 23 and 24 of the handbook, trainer notes on Module 4 slide 57 and slide 58
		6. The roles of different agencies and others involved in safeguarding people's welfare, in the context of your setting.	Module 4 slide 57 -Role of the safeguarding lead, handbook page 22 – LADO/DOFA, MASH, Local Safeguarding Children's Board
		7. Legislation [1], statutory guidance, national policies and codes of conduct and professional practice that relate to the safeguarding of people – both adults[2] and children and young people – and what these mean in practice.	Module 4 – report, slides 57-58 legislation and handbook pages 22- 24
		8. How legislative frameworks support people's rights to be protected from abuse, harm and neglect.	Module 4 Slide 58 – key principles from 4 nations legislation
		9. Being open and honest with people if things go wrong [2] or had the potential to go wrong.	Module 5 video slide 62 and accountability slide 63
	b)	How to work in ways that safeguard people from abuse, harm and neglect.	As above and safer culture discussion slide 65
		1. The roles of different agencies and others involved in safeguarding people's welfare, in the context of your setting.	Module 4 – Report: Slides 54 and 55. Handbook page 22 – LADO/DOFA, MASH, Local Safeguarding Children's Board
		2. The role and responsibilities of practitioners in safeguarding.	Module 4- slide 55, role of the safeguarding lead. Also slide 56 policies, procedures and codes of conduct.
		3. The role of advocacy in relation to safeguarding – externally and in relation to your role.	Slide 47 – your unique role: why did they tell me? Also slides 37 and 38 responding well: do/don't, slide 55 – role of safeguarding lead
		4. How to establish relationships that support trust and rapport with people, families and carers.	Module 2 – Respond, Slide 35- 'Families live and parent differently' importance of understanding the families with whom we work.
		5. How to work in a person/child-centred way to follow the safeguarding principles while upholding the rights of people.	Module 2 Respond: slide 36-38 – the effects of abuse, trauma lens, responding well – do/don't, video module 3-record slide 49 discussion around response to child.
		6. How to enable people to make decisions about what matters to them and stay in control of their lives.	Video module 3 slide 49 – letting child know before disclosure that information would need to be passed on if someone not safe, slide 36 responding to trauma.
		7. How to promote people's voice at all times, listening to their lived experience	Module 2 slide 37 -'listen actively', case scenarios, slide 47 'why did they tell me?' and slide 55 – role of safeguarding lead
		8. How to support people to balance their rights and responsibilities, while making sure you uphold	Module 1- recognise, slides 10 and 11 – what is safeguarding? and definition of a child, Module 2 –

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[1] Not applicable for those only working with children and not working directly with adults at risk of harm or abuse.

[2] As first footnote

	your duty of care.	respond, slide 25 – physical abuse vs physical discipline, slide 35 – challenges of identifying abuse, slide 36- the effects of abuse, Module 3- record your unique role: why did they tell me? Module 4 – report, slide 58 key principles from 4 nations' legislation
	9. How to promote an environment where people can express fears, anxieties, feelings and concerns without worry of ridicule, rejection, retribution or not being believed.	Module 2 – respond, scenarios, slides 36-38 responding well do/don't and effects of abuse. Module 3- record, slide 47 your unique role: why did they tell me? Module 5- reflect, slide 65 safer culture discussion
	10. How to make people aware of how to keep themselves safe from abuse, harm and neglect.	Module 4 – report, slides 54-56 worried? Report your concern, role of the safeguarding lead, policy, procedures, codes of conduct
	11. How to make people aware of the risks associated with using social media, the internet and mobile phones.	Module 1 – recognise slide 15 – online crimes and abuse (trainer notes include signposting resources)
	12. How to work in ways that keep practitioners and people safe from abuse, harm or neglect.	Module 5- reflect (throughout)
	13. How to access support and training to think about and improve safeguarding knowledge, skills and practice.	Module 5 – reflect, slide 64: ongoing reflection and support
	14. Know where to go for advice and support, if needed.	Slide 4 – helpline signposting, Module 4- report, slides 54 and 55 – worried? Report your concern and role of safeguarding lead
c)	The factors, situations and actions that could lead or contribute to abuse, harm or neglect.	Throughout Module 1 – recognise, Module 2 – respond and Module 3 - record
	1. Why some people could be more at risk from abuse, harm or neglect.	Module 3 – record, slide 42 'what might make some children and young people more at risk of harm than others?
	2. How someone's situation can increase the risk of abuse, harm or neglect, for example, adverse childhood experiences.	Module 1 – recognise, slides 15-17 – major contemporary concerns, Module 2 - scenarios and slide 36 effects of abuse (includes ACEs), Module 3 - record slide 42 'what might make some children and young people more at risk of harm than others?
	3. Why people, family, friends, practitioners and volunteers may not disclose abuse.	Module 3 – record, slide 46 'record observed indications: why didn't they tell me?'
	4. Actions, behaviours or situations that increase the risk of abuse, harm or neglect.	Module 1 – recognise, slides 15-17 – major contemporary concerns, Module 2 - scenarios and slide 36 effects of abuse (includes ACEs), Module 3 - record slide 42 'what might make some children and young people more at risk of harm than others? Slides 43-46 grooming
	5. Features of perpetrator behaviour and grooming, including bullying, coercive control and controlling behaviour.	Module 1 – recognise, slides 15-17 – major contemporary concerns, Module 2 - scenarios and signs and indicators of abuse, Module 3 - Slides 43-46 grooming
	6. Learning from reviews and reports into serious failures to protect people from abuse, harm or neglect.	Module 4- report, slides 57-58 legislation – key messaging from reports
d)	How to report, respond and record concerns or allegations related to safeguarding.	Module 2 – respond, module 3 – record, module 4 - report
	1. The importance of reporting any concerns about possible abuse, harm or neglect and everyone's duty to do this.	Module 4 – report, especially slide 54, worried? Report your concern and handbook page 24 – mandatory reporting in Wales
	2. How and when to report any concerns about alleged abuse, harm or neglect.	Module 3 – record, slide 51 'pass it on', Module 4 – report, throughout and handbook pages 23 and 24
	3. How to respond if abuse, harm or neglect is suspected or alleged.	Module 2 – respond, throughout and handbook pages 23 and 24
	4. Actions to be taken where there are ongoing concerns about abuse, harm or neglect or where concerns haven't been addressed after reporting.	Module 4- report, slide 54 – worried? Report your concern

	5. What should be reported and recorded, when this should happen and how this information is stored.	Module 3 – record and Module 4- report. Slide 55 role of safeguarding lead – info around data storage
	6. How to record written information that's accurate, clear and relevant with an appropriate level of detail.	Module 3- record, particularly slide 51 – recording disclosures or concerns
	7. The difference between fact, opinion and judgement, and why understanding this is important when recording and reporting information.	Module 3 – record, slide 51 – recording disclosures or concerns
	8. Confidential boundaries in relation to safeguarding and information that must be shared.	Module 2 – respond, slide 38 'don't promise confidentiality', Module 3 – record, particularly slide 51 – recording disclosures and concerns, Module 4 – report and handbook page 24
	9. Potential barriers to reporting or raising concerns and how to address them.	Module 3 – record, slide 46 – why didn't they tell me and Module 5 – reflect, especially safer culture discussion slide 65
	10. Know what the term 'whistleblowing' means and how to follow your organisation's whistleblowing policy.	Module 4- report, slide 56 – policy, procedures codes of conduct