

# Transcript of Learning: Northern Ireland

Levels 1 - 3

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This transcript illustrates how Thirtyone:eight's training meets the requirements of the [SBNI Child Safeguarding Learning and Development Strategy and Framework 2026-30](#).

**Level 1:** Applies to all staff and volunteers within an organisation.

**Level 2:** Applies to staff/volunteers who have direct contact with:

- children and young people.
- adult carers/parents and those who have regular contact with children and young people.
- adults known or suspected of posing a risk to children and young people.

**Level 3:** Applies to staff/volunteers who:

- have a specific safeguarding responsibility.
- could contribute to assessing, planning interventions and evaluating the needs of children and young people.
- could contribute to the assessment and evaluation of parental capacity, where there are safeguarding issues.
- have a managerial or supervisory role.
- have a learning and development role.

## Course Key:

- Gateway to Safeguarding (Gateway)
- Safeguarding Children and Young People (SCYP)
- Safeguarding Leads: Standard (SL Standard) and Peer reflection (part of SL Standard)
- Working Alongside Safeguarding Professionals (WASP)
- Advanced Safeguarding Children (ASC) **Available summer 2026**

## Level 1:

All staff and volunteers in an organisation should have access to safeguarding training and information at induction and at least every 3 years.

Framework requirement:	Course(s):	Applicable course component:
<b>Knowledge and Skills – A basic understanding of:</b>		
<b>Key legislation:</b> Children’s Rights (UN Convention on the Rights of the Child); Children (NI) Order 1995: 5 principles and categories of abuse; signs and indicators of abuse and contributory factors	Gateway or SCYP	Gateway Additional Information/ SCYP Handbook
<b>Guidance:</b> Cooperating to Safeguard Children and Young People in Northern Ireland (2024)	Gateway or SCYP	Gateway Additional Information / SCYP Handbook
<b>Organisational policy and procedures:</b> staff/volunteer code of practice and responsibilities; reporting and recording procedures; whistleblowing policy; complaints procedure.	Gateway or SCYP	Unit 2 – Respond and Unit 4 - Report
<b>Principles and values in practice:</b> awareness of vulnerability of children especially considering race, disability, identity, poverty, care experience and recognising how multiple adversities can impact child development and may cause trauma.	Gateway or SCYP	Unit 1 - Recognise
<b>Learning Outcomes:</b>		
Describe the rights of children and young people	Gateway or SCYP	Unit 1 - Recognise
Understand the 5 key principles of the Children (NI) Order 1995	Gateway or SCYP	Gateway Additional Information / SCYP Handbook
Understand the definition of types of harm	Gateway or SCYP	Unit 1 - Recognise
Recognise possible signs and symptoms of abuse and neglect	Gateway or SCYP	Unit 1 - Recognise
Understand their role and their organisation’s responsibility in keeping children and young people safe	Gateway or SCYP	Throughout – especially Unit 2 - Respond, Unit 3 - Record and Unit 4 - Report

Understand how to respond to a child or young person appropriately who shares a concern and the importance of early interventions	Gateway or SCYP	Unit 2 - Respond
Know how and to whom to report concerns in their organisation and to whom	Gateway or SCYP	Unit 4 - Report
Understand the safeguarding role of others in the organisation and externally e.g. social services, police and NSPCC	Gateway or SCYP	Unit 4 - Report
Understand how adversities and trauma may impact a child or young person's development	Gateway or SCYP	Unit 1 - Recognise

## Level 2

Building on Level 1, staff and volunteers who have direct contact with children and young people, parents and carers, or adults who may pose risk to children should also be able to meet the requirements below. This should involve a minimum of 3 hours facilitated training over three years. Staff and volunteers do not necessarily have to complete Level 1 training before moving on to Level 2, but should be able to demonstrate the necessary skills and understanding.

Framework requirement:	Course(s):	Applicable course component:
<b>Knowledge and Skills - deepen understanding of:</b>		
The Children (NI) Order 1995- principles and application	SCYP	Northern Ireland section of handbook
The UN Convention on the Rights of the Child (1989)	SCYP	Northern Ireland section of handbook
Other relevant legislation such as: • Criminal Law Act (NI) 1967 • Human Rights Act 1998 • Domestic Abuse and Civil Proceedings Act (NI) 2021 • Section 75 of the Northern Ireland Act 1998 • Online Safety Act 2023 • Ending Violence Women and Girls (EVAWG) strategy.	SCYP	Northern Ireland section of handbook
Recognise and respond to safeguarding concerns (e.g. peer abuse, online harms, domestic violence including child to parent).	SCYP	Module 1 – Recognise especially types of harm and abuse, scenarios, signs and indicators, Module 2 – Respond, especially responding well do / don’t, Handbook Required Reading
Understand internal and external safeguarding role and referral process (e.g. UNOCINI) in line with role and responsibility.	SCYP	Module 3 – Record, Module 4 – Report, NI Section of Handbook
Consider how a wide range of adversities may impact upon child development.	SCYP	Module 1 – Recognise, especially scenarios and slide 25 ‘Increased Vulnerability’ and Handbook, especially Appendix 1: Adverse Childhood Experiences, Appendix 5: Contextual Safeguarding, Appendix 6: FASD
Apply principles of confidentiality and appropriate information sharing	SCYP	Module 2 – Respond, especially responding well do / don’t and Module 4 - Report
Use child centred safeguarding models relevant to their role and discipline.	SCYP	Module 2 – Respond, Module 3 – Record, especially ‘why didn’t they tell me?’, ‘recording disclosures and

		concerns' and scenarios and Handbook Ni section and Appendix 3: Child-Centred Safeguarding
<b>Learning Outcomes:</b>		
Apply safeguarding legislation and guidance to practice	SCYP	Throughout, Introduction - especially 'our focus' and 'why this matters', NI section of handbook
Recognise and respond to a range of safeguarding concerns and disclosures	SCYP	Module 1 – Recognise, Module 2 – Respond throughout.
Work collaboratively and confidentially with other agencies to effectively safeguard children and young people	SCYP	Module 4 – Report, especially slide 53 'worried? Report your concern', NI section of handbook and Appendix 10: Position of Trust
Practice early intervention strategies and effectively interact with children and their parents/carers	SCYP	Throughout - All 5 Rs support early intervention, effectively interact – Module 2 – Respond + NI section of Handbook, Appendix 3: Child-Centred Safeguarding, Appendix 5: Contextual Safeguarding, Appendix 12: Preventative Safeguarding and Safe Practice
Respond appropriately to online harms	SCYP	Module 1 – Recognise – Dylan Scenario, Required Reading section in handbook
Use a trauma lens to understand child and family needs	SCYP	Handbook Appendix 1: ACEs and Slide 24 contextual safeguarding, Slide 38 'why we respond well'
Safeguard children who are marginalised or minoritised	SCYP	Module 1 – Recognise, especially slide 25 'increased vulnerability'
Use best models of child centred practice in own discipline	SCYP	Module 2 – Respond, Module 3 – Record, especially 'why didn't they tell me?', 'recording disclosures and concerns' and scenarios and Handbook NI section and Appendix 3: Child-Centred Safeguarding
Communicate safeguarding concerns in both verbal and written forms	SCYP	Module 3 – Record, especially Slide 43 'recording disclosures and concerns' Module 4 - Report
Advocate for the child's right to be heard	SCYP	Module 2 – Respond, Module 3 – Record, Module 4 – Report and Handbook Appendix 2: Advocacy

Develop effective communication skills tailored to their role	SCYP	Module 2 – Respond and Handbook Appendix 2: Advocacy and Appendix 3: Child-Centred Safeguarding
Build trust and adapt to diverse communication needs of children, families and carers	SCYP	Module 2 – Respond and Handbook Appendix 2: Advocacy and Appendix 3: Child-Centred Safeguarding, Appendix 4: Communicating with all children and families
Have confidence in seeking support (e.g. interpreters, cultural mediators.)	SCYP	Handbook Signposting, Appendix 4: Communicating with all children and families, Slide 33 – Responding well, don't act alone

### Level 3

Building on Level 2, staff and volunteers who have a specific safeguarding responsibility or a managerial or supervisory role should also be able to meet the requirements below. This should involve a wide variety of safeguarding, information, learning and development at induction and at least every three years. Staff and volunteers do not necessarily have to complete Level 2 training before moving on to Level 3, but should be able to demonstrate the necessary skills and understanding.

If you are completing Level 3 with Thirtyone:eight, we recommend starting with Safeguarding Leads Standard (including Peer Reflection) and then moving on to Working Alongside Safeguarding Professionals and Advanced Safeguarding Children. You must complete all three courses to meet the requirements of Level 3 through our training.

Framework requirement:	Course(s):	Applicable course component:
<b>Knowledge and Skills:</b>		
Key tasks regarding safeguarding of children	SL Standard Advanced Safeguarding Children (ASC) WASP	SL Standard: Throughout – Recognise, Respond, Record, Report, Review ASC: Focus on safeguarding children with complex vulnerabilities and from complex risks. WASP: Throughout – Working alongside safeguarding professionals to safeguard children post-referral
Thresholds of harm	SL Standard WASP	SL Standard: Module 4 – Report, Appendix: Thresholds for Reporting WASP: Slide 21 – referrals to safeguarding professionals, slide 25 - levels of intervention, slide 33 – ensuring safe outcomes, NI section in handbook, Safeguarding elements and terminology table
Intersectionality and contextual safeguarding complexities	SL Standard Advanced Safeguarding Children	Module 1 – Recognise and Appendix: Contextual Safeguarding ASC: Intersectionality, Poly-victimisation and Cumulative harm

Deeper understanding of how a trauma informed approach can support recovery and build resilience from abuse and neglect in childhood	SL Standard Advanced Safeguarding Children	Module 2 – Respond, especially slide 24 – victim-survivor centred responses, slide 49 – person-centred recording Handbook Appendix: ACEs and Trauma ASC: Throughout, particularly Trauma-aware approaches section
National, regional and local policies, standards and guidance including emerging developments in knowledge(research), skills and models of practice	SL Standard	Handbook – Safeguarding Leads in Northern Ireland, Appendix: Legislation, Guidance and Policy – What’s the difference?, Appendix: Safeguarding Roles, Signposting
Current and emerging risks to children in context of their race, disability, age, sex, gender, identity, societal influences, online world and activities	SL Standard	Module 1 – Recognise, Handbook Appendix: Emerging and Evolving Forms of Harm and Abuse, Appendix: Contextual Safeguarding
Education and justice roles in safeguarding	WASP	Slides 5 and 7 – safeguarding professionals in different statutory agencies, slide 45 – collaboration: reducing risk, Handbook – safeguarding elements and terminology across 4 UK nations, Appendix – how criminal justice system overlaps with safeguarding
Escalation of professional differences	SL Standard WASP	SL Standard: Module 4 – Report, especially slide 55 – reporting externally: thresholds and slide 64 – reporting structures- escalating concerns. WASP: Slide 34 and 35 – reflect and escalate if needed
<b>Learning Outcomes:</b>		
Communicate clearly and effectively with children and young people, parents, carers and colleagues regarding safeguarding concerns (internal and external to the organisation)	SL Standard	Slide 15 and 16 - Recognise real people in their contexts, slide 26 – victim-survivor centred responses: adults and children, case scenarios, Module 4 – Report: throughout, slide 72-74: Review your processes and with your team
Communicate decision making to staff/volunteers, understanding the potential impact upon relevant parties	SL Standard Peer Reflection	Module 2 – Respond Slide 37 Responses to your responses, Trevor Part 2, Module 5 – Review + Peer Reflection

Understand and represent one's own organisation/role/agency in multi-disciplinary settings such as safeguarding children, child protection case conferences.	WASP	Throughout – this is the focus of this course, Working Alongside Safeguarding Professionals
Use supervision and/or provide supervision ensuring that safeguarding practices are optimum and that the risk of secondary and vicarious trauma is avoided or responded to supportively, if present	SL Standard Peer Reflection	Module 5 – Review, throughout + Peer Reflection
Develop own understanding and practises in response to feedback, practice changes, and context change.	SL Standard Peer Reflection	Module 5 – Review, throughout + Peer Reflection, Handbook- Safeguarding Lead Audit Tool

