

Transcript of learning:

Evidence of compliance with level 2 of SBNI Child Safeguarding Learning and Development Strategy¹ and Framework in Thirtyone:eight's Safeguarding Children and Young People Webinar.

Level:	Framework requirement:	Applicable course component:
2	Minimum 3 hours face to face or online formal training every three years as a stand-alone event.	Webinar duration 2.5hours UK-wide and Northern Ireland specific portions of handbook, approx. 1hr
Knowledge requirements:		
	Values and principles of safeguarding children and young people.	Slide 7 and 10. Trainer notes: Many of us will recognise that safeguarding is about protecting people from danger, though for some it may be new term or concept. The second part of this definition highlights a positive, proactive part of the safeguarding task- we aren't just reacting when something goes wrong, we are creating environments and signposting to support that can enable children to thrive.
	Signs and indicators of child abuse and contributory factors of ACEs particularly domestic abuse, neglect and mental ill health in the family.	Module 2, slide 18 and further examples in individual case scenarios. 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
	How social issues such as poverty and discrimination impact upon children's wellbeing.	Handbook, p. 15
	Importance of using a trauma lens as a means of understanding behaviour and informing practice.	Module 2, slide 36
	Agency/staff policy and procedures.	Importance of safeguarding policy for your context: Module 4 slide 56
	Reporting procedures.	Module 4
	Code of behaviour.	Module 4 slide 56
	Recording skills.	Module 3
	Relevant legislation.	Listed in handbook, p.9 – Legislation across the 4-UK nations. p.26: Timeline pre-devolution. p.28: Safeguarding in Northern Ireland timeline
	Services provided by other support agencies.	Listed in handbook, p.14
	Confidentiality/ information sharing.	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".'

¹ Level 2 is applicable to 'All staff/volunteers who have direct contact with: Children and young people.' [See p.9.](#)

	Referral process including UNOCINI.	Handbook, p.16
	Awareness of process model of Signs of Safety for safeguarding.	Signposting to website, p.32
	Awareness of best practice models & approaches such as Think Family NI and Building Better Futures.	Handbook, p.14
Learning outcomes.		
Ability to:		
	Recognise and respond appropriately to child safeguarding issues using agreed policy and procedures.	Recognise: Module 1 Respond: Module 2 Importance of safeguarding policy for your context: Module 4 slide 56
	Understand own role and the role of others within their organisation using their safeguarding policies and procedures.	Responding and referring on, but not investigating: Module 2, slide 20 Handbook, p.16
	Understand context for the child and family in terms of culture, race, gender, disability and history.	Module 3, slide 42: Discussion of the child's context and the potential impact on their risk of harm.
	Recognise and respond to children's and young people's safeguarding issues using a trauma informed lens.	Module 2, slide 36
	Contribute to the assessment and management of risk.	Slide 61: Many of the pieces of legislation discussed in the previous module came out of serious case reviews – painful reflection on how and why mistakes were made or safeguards were insufficient and a child died as a result. The lessons learned during these reviews informed policies designed to stop the same thing happening again. On a much smaller scale, we can close gaps in our own procedures through reflection and risk minimisation.
	Assist in safeguarding and promoting the welfare of children and young people.	Ability to do so should be improved through application learning from the webinar, of which the learning outcome is summarised as: Equip yourself to work safely with children and young people by developing a broad and sound understanding of the safeguarding task across the four nations of the UK.
	Understand the importance of own behaviour and boundaries.	Module 5: Reflect
	Recognise social contributory factors – adverse and positive.	Discussion of UNOCINI, handbook, p.16. Module 2, slide 36: Discussion of adverse childhood experiences, resilience and other contributing factors.