

Knowledge and Understanding	Reference
Children have the right to be safe and protected from harm (Article 19, UNCRC)	Slides 7 and 8, and reiterated throughout course.
Harm happens and it matters	Module 1 – recognise and intro statistics slide 8
Understand what we mean by harm (including harm that happens within local communities and beyond)	Module 1 – recognise – categories of harm and abuse, scenarios and required reading section of handbook (emerging and evolving forms of harm and abuse).
Understand what child protection is	Slides 7 and 8, Scotland section of handbook.
Have a basic awareness of types of harm, signs of concern, what to be concerned about	Module 1 – recognise especially slide 11 (categories of abuse) and slide 12 (signs and indicators) and Module 2 – respond.
Understand what to do, who to tell, where, when and why to share concerns (have access to local social work offices or numbers)	Module 2 – respond, Module 3 – record and Module 4 – report. Especially slides 31 and 32 ‘responding well do / don’t, slide 42 – recording disclosures or concerns, slide 52 ‘worried? Report your concern’ and Scotland section of handbook.
Broad understanding of local child and adult protection systems	Scotland section of handbook
Awareness of indicators of harm or neglectful care and supervision of children and young people	Slide 12 – signs and indicators and scenarios that follow.
Awareness of signs of parental conflict, family conflict or stressors (e.g. domestic abuse, poverty, substance abuse)	Slide 23 ‘contextual safeguarding’ and 24 ‘increased vulnerability
Awareness of multiplicity of different types of harm and impact on child’s development	Appendix 1 in handbook – ACEs, Appendix 5 – FASD, slide 37 why we need to respond well.
Importance of close listening and responding to a child’s disclosure	Module 2 – respond, especially slides 31 and 32 ‘responding well do / don’t, and Appendix 3-

	Child Centred Safeguarding.
Importance of record-keeping and information-sharing, confidentiality and consent (data protection requirements)	Module 3 – Record and Module 4 – Report, especially slide 42 – recording disclosures or concerns and slide 54 considerations and challenges of reporting.
<b>Skills</b>	<b>Reference</b>
I can recognise and respond to concerns about harm or risk of harm to a child, young person or adult	Module 1- Recognise and Module 2 – Respond.
I can follow agency procedures	Module 3 – Record and Module 4 – Report.
I can seek advice and record observations, incidents or disclosure of information (supervisors)	Module 3 – Record
I can share information timeously, accurately and with clarity	Module 3 – Record and Module 4 – Report.
I can listen to, notice and communicate with children	Module 1- Recognise and Module 2 – Respond and Handbook Appendix 3- Child-Centred Safeguarding.
I can respond in a child-centred manner	Module 2 – Respond and Handbook Appendix 3- Child-Centred Safeguarding.
I can record and communicate concerns, actions agreed and taken	Module 3 – Record and Module 4 – Report.
I can seek and follow guidance and agency procedures	Module 4 – Report and Module 5 - Reflect
I can liaise with relevant agencies	Module 4 – Report and Scotland Section of Handbook