# All Wales Induction Framework for Early Years and Childcare

## Section 4 – Safeguarding children

This section will help you explore your role in safeguarding children from harm, abuse and neglect.

As a worker, you need to understand and be able to recognise the different types of abuse and neglect that can occur. You also need to know what to do if you think abuse or neglect is taking place and how to work in ways that protect individuals from harm. It will be important that you complete this section after or alongside awareness training on safeguarding.

In the context of this section, the term individuals would be children you support and care for in your work and adults you have contact with in your day-to-day work with children, such as a parent or carer.

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Glossary

## Progress log for safeguarding children

## Legislative framework for safeguarding – legislation, national policies, guidance and frameworks

**The purpose of legislation, national policies and codes of conduct and professional practice in relation to the safeguarding of children**

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| **4.1a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| What is meant by the term ‘safeguarding’ |  |  |  |
| What is meant by the term ‘e-safety’ |  |  |  |
| The main categories of abuse and neglect |  |  |  |
| Common signs and symptoms associated with harm, abuse and neglect |  |  |  |
| **Legislation, national policies and codes of conduct and professional practice** that relate to the safeguarding of **individuals** – both adults and children and what these mean in practice |  |  |  |
| How legislative frameworks underpin the rights of children to be protected from harm, abuse and neglect |  |  |  |
| The roles of different agencies and people involved in safeguarding the welfare of children and young people in the context of the setting |  |  |  |
| How concerns or incidences should be recorded and reported |  |  |  |

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| **4.1b Additional AWIFEYCC learning outcomes****You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Follow your local and workplace policies and procedures for safeguarding individuals |  |  |  |
| Record and report any concerns or incidents |  |  |  |

## 4.2 Safeguarding children from harm, abuse or neglect

**How to work in ways that safeguard children from harm, abuse and neglect**

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| **4.2a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| The role and responsibilities of **early years and childcare workers** in safeguarding |  |  |  |
| The role of **advocacy** in relation to safeguarding |  |  |  |
| The importance of establishing relationships that support trust and rapport with children and their families / carers |  |  |  |
| The importance of child-centred practice in safeguarding |  |  |  |
| The importance of working in ways that uphold the rights of children and their families / carers |  |  |  |
| How to ensure that children and their families / carers can express fears, anxieties, feelings and concerns without worry of ridicule, rejection, retribution or not being believed |  |  |  |
| How to make children and their families / carers aware of how to keep themselves safe |  |  |  |
| How to make children and their families / carers aware of the risks associated with the use of social media, internet use and mobile phones |  |  |  |
| How to work in ways that keep both the early years and childcare worker and child safe |  |  |  |

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| **4.2b Additional AWIFEYCC learning outcomes** **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Demonstrate child-centred practice in your work  |  |  |  |
| Promote and supports the safeguarding of individuals |  |  |  |

## 4.3 Factors, situations and actions that can lead to or contribute to harm, abuse or neglect

**Factors, situations and actions that can lead to or contribute to harm, abuse or neglect**

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| **4.3a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| Why some children, their families / carers are likely to be more at risk from harm, abuse or neglect |  |  |  |
| How adverse childhood experiences are factors which can lead to or contribute to harm, abuse or neglect in children |  |  |  |
| Why abuse may not be disclosed by adults, children, family, friends, workers and volunteers |  |  |  |
| **Actions, behaviours or situations** that may lead to or increase risk of harm or abuse |  |  |  |
| Signs of domestic abuse |  |  |  |
| Different types of bullying and its potential impact |  |  |  |
| The common features of perpetrator behaviour and grooming |  |  |  |
| The value of learning from reviews and reports into serious failures to protect individuals from harm, abuse or neglect |  |  |  |

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| **4.3b Additional AWIFEYCC learning outcomes** **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Promote safe and secure practices, and minimise the risks to children from harm, abuse or neglect |  |  |  |

## 4.4 Reporting and recording in relation to safeguarding

**How to respond to, record and report concerns, disclosures or allegations related to safeguarding**

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| **4.4a Core knowledge learning outcomes for all workers** | **Evidence used**  | **Assessed by who and when** | **Signatures**  |
| Approaches used to respond to suspected, disclosed or alleged harm, abuse or neglect |  |  |  |
| The boundaries of confidentiality in relation to safeguarding and information that must be shared |  |  |  |
| Actions to take if harm, abuse or neglect is suspected, disclosed or alleged |  |  |  |
| Actions to avoid if harm, abuse or neglect is suspected, disclosed or alleged, taking account of any future investigations that may take place |  |  |  |
| What is meant by the term ‘whistleblowing’ |  |  |  |
| The importance of reporting any concerns about possible harm, abuse or neglect and the duty that everyone has to do this |  |  |  |
| What should be reported and recorded, when this should happen and how this information is stored |  |  |  |
| Potential barriers to reporting or raising concerns and how these need to be addressed |  |  |  |
| How to record written information with accuracy, clarity, relevance and an appropriate level of detail |  |  |  |
| The difference between fact, opinion and judgement and why understanding this is important when recording and reporting information |  |  |  |
| Actions to be taken where there are ongoing concerns about harm, abuse or neglect or where concerns have not been addressed after reporting |  |  |  |

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| **4.4b Additional AWIFEYCC learning outcomes** **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures**  |
| Adhere to your workplace’s policies and procedures for recording and reporting concerns |  |  |  |
| Follow your workplace’s policies and procedures to record your concerns with accuracy, clarity, relevance and an appropriate level of detail in a timely manner |  |  |  |

## Glossary

**Legislation, national policies** and **codes of conduct and professional practice** that relate to the safeguarding of individuals:

* Children – United Nations Convention on the Rights of the Child 1989
* Children – Children Act (1989 and 2004)
* Children – All-Wales Child Protection Policy and Procedures 2008
* Children – Working Together under the Children Act 2004
* Generic – All Wales Safeguarding Procedures (2019)
* Generic – Welsh Government Safeguarding Guidance
* Generic – Data Protection Act 1998

(Policies and procedures: Formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.)

**Individual:** This would be children you support and care for in your work and adults you have contact with in your day-to-day work with children, such as a parent or carer.

**Early years and childcare workers:** Those working in early years and childcare settings and the early years workforce working in different sectors (such as health, education), including those supporting the family such as health visitor assistants or Flying Start family workers.

**Worker:** Would be the person providing care, learning and development services for children.

**Advocacy:** The Social Services and Well-being (Wales) Act 2014 defines ‘advocacy services’ as “services which provide assistance (by way of representation or otherwise) to persons for purposes relating to their care and support”.

Advocacy supports and enables people who have difficulty representing their interests, to exercise their rights, express their views, explore and make informed choices. It could include:

* self-advocacy
* informal advocacy
* collective advocacy
* peer advocacy
* citizen advocacy
* independent volunteer advocacy
* formal advocacy
* independent professional advocacy.

The **codes of conduct and professional practice** should include the *Code of Professional Practice for Social Care*, the NHS Wales *Code of Conduct for Healthcare Support Workers in Wales* and the *Code of Practice for NHS Wales Employers,* and any additional practice guidance issued by either NHS Wales or the regulators of health or social care in Wales, such as the *The residential child care worker: Practice guidance for residential child care workers registered with Social Care Wales*.

**Actions, behaviours or situations that increase the risk of harm or abuse** could include:

* adverse childhood experiences
* asylum seeking
* criminalisation
* different types of bullying
* domestic abuse
* female genital mutilation
* forced marriages
* looked after children
* hate crime
* homelessness
* human trafficking/modern slavery
* learning disability
* mental ill-health
* poverty
* radicalisation
* self-neglect
* sexual exploitation
* substance misuse.