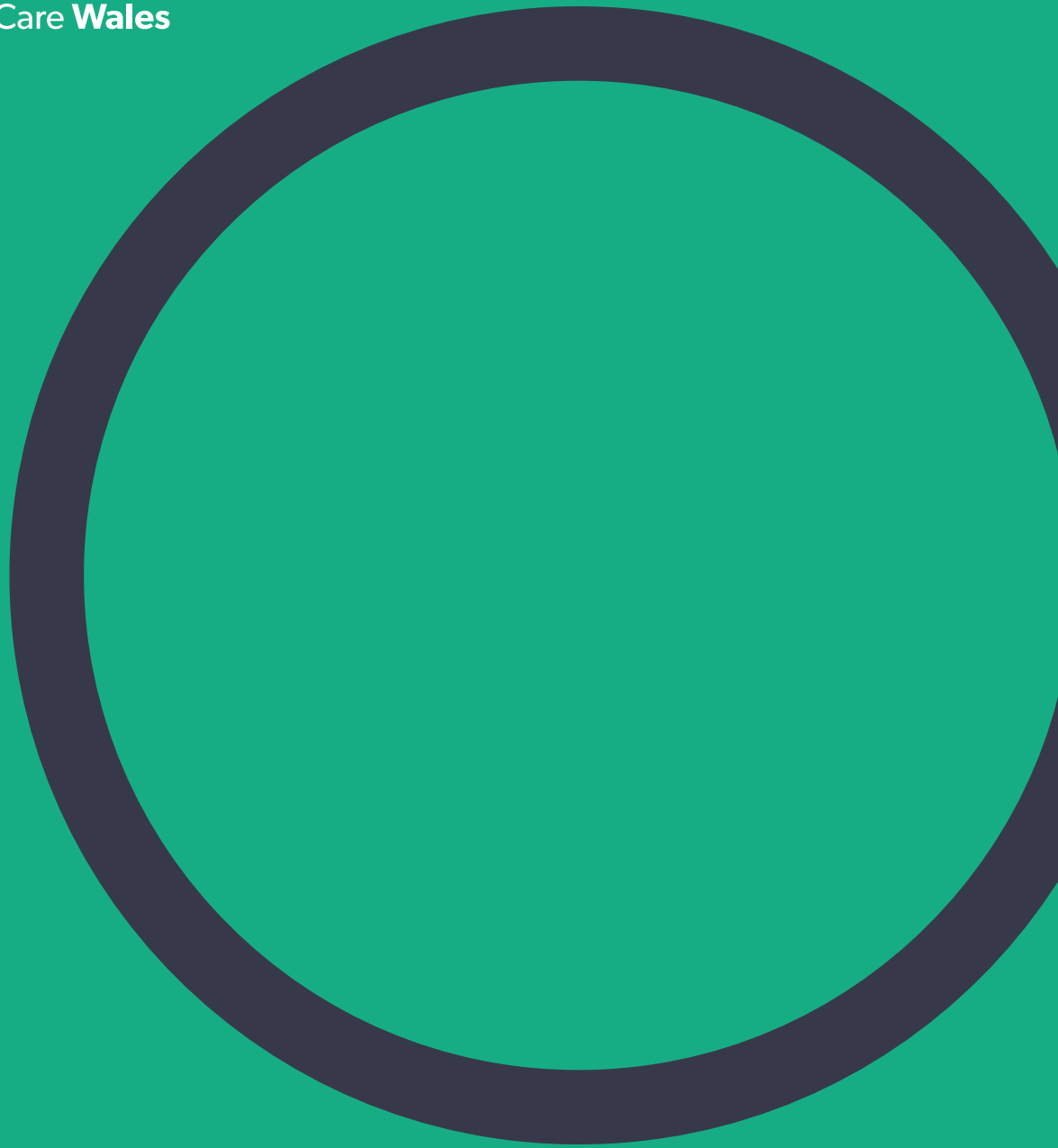




Gofal Cymdeithasol **Cymru**  
Social Care **Wales**



# All Wales Induction Framework for Early Years and Childcare: **Workbook four**

Safeguarding children

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Noddir gan  
**Lywodraeth Cymru**  
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Copies also available in Welsh.

# Introduction

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To help workers and employers put the Induction Framework into practice and to help workers generate the evidence they need to achieve the “core” qualification, we have developed workbooks for each section of the framework.

The Induction Framework has five sections that have been organised into **main areas**. The main areas are then broken down to show what you need to know, understand and be able to demonstrate.

- Section 1 – Principles and values
- Section 2 – Health, well-being, learning and development
- Section 3 – Professional practice as an early years and childcare worker
- Section 4 – Safeguarding children
- Section 5 – Health and safety in children’s care, learning, development and play

Each section:

- identifies the knowledge, understanding and skills that you as a new worker need to gain during your induction period – including the core knowledge, skills and understanding that applies across all early years and childcare settings, as well as that which is specific to your role and workplace
- identifies the early years and childcare principles and values that you need to demonstrate.

The workbook has space for you to record your learning as you go and for your **manager** to record their feedback. Your manager or employer may wish to use other learning activities or case studies in addition to those in this workbook. Remember to record any extra learning so that it can be used towards your qualification.

There is a glossary that covers all the workbooks and provides some definitions of the terms used. Anything marked in **bold** will be included here. As you are working your way through the learning activities in the workbook, your manager will meet with you to see how you are doing and discuss any extra support that you need. They will complete the progress log with you and help if there are any gaps.

# Safeguarding children

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This workbook 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 workbook after or alongside awareness training on safeguarding individuals.

You can use the completed workbook activities as evidence towards achieving the *All Wales induction framework for early years and childcare*.

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# 4.1 Legislative framework for safeguarding

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## Outcomes

You are able to work in ways that:

- follow your local and workplace policies and procedures for safeguarding individuals
- record and report any concerns or incidents.

This section will help you show that you know what safeguarding means, and the different types of harm, abuse and neglect that can take place. It will also help you explore the law and policies in Wales, which help safeguard children who are at risk of harm, abuse or neglect, and your duty as an early years and childcare worker to keep children safe.

## Learning activity

Briefly explain what the following terms mean and the main difference between them:

### Workbook notes

#### 1. Safeguarding

#### 2. Child protection

The Social Services and Well-being (Wales) Act 2014 introduced a new term in relation to **safeguarding**: child at risk

### Workbook notes

#### 1. What do they mean by child at risk?

## Learning activity

Remember, safeguarding is preventative, as well as protective. You need to think about who might be at risk and how to act to help keep them safe.

List at least eight types of abuse and the signs or indicators:

Types of abuse	Signs or indicators
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

## Learning activity

The law and policies in Wales help safeguard children who are at risk of harm, abuse or neglect. You have a duty as an early years and childcare worker to keep children safe.

### Workbook notes

1. Choose two pieces of **legislation and national policies** relating to safeguarding children, and explain how these help safeguard children in practice

2. Identify the policies and procedures in your setting that safeguard children, including the process for recording and reporting concerns or incidences

3. Give an example of how you safeguard children in practice



# 4.2 Safeguarding children from harm, abuse or neglect

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## Outcomes

You are able to work in ways that:

- demonstrate child-centred practice in your work
- promote and support the safeguarding of individuals.

This section will help you explore different ways of working that safeguard children from harm, abuse or neglect along with your responsibilities if you have concerns or someone has made an allegation or disclosure.

## Learning activity

Read the case studies and complete the questions:

*Tom is three years old and attends nursery. You noticed lately that the clothes he is coming in are not as clean as they used to be, his hair has grown and he is not looking happy. You share your observations with your colleagues, but they don't seem concerned. Today when Tom arrives at nursery he mentions to you that this is his last day. He is upset and it appears that he does not want to leave.*

## Workbook notes

1. What would your concerns be?

2. What actions should you take?

*Nisha is six years old. She has a physical disability, which means that she often falls over easily and bruises. She wants to play a game of tag with her friends.*

### Workbook notes

1. What would your concerns be?

2. What actions should you take?

### Learning activity

Developing good relationships with the individuals you support is an important part of the role of an early years and childcare worker.

### Workbook notes

1. Outline why this is important for safeguarding children

2. How can you promote an environment where children feel safe, secure and able to express their feelings and emotions

## Learning activity

As an early years and childcare worker, you will be responsible for supporting children with different tasks. You must also remember that safeguarding means keeping yourself safe and well.

Look at the scenarios below and outline the steps you could take to ensure safe practice:

*You are a childminder and are looking after Gethin. You are aware he has been sexually abused in the past. He is very unsettled and before his nap and he wants you to sit with him until he goes to sleep.*

## Workbook notes

1. What would your concerns be?

2. What actions should you take?

## Learning activity

As an early years and childcare worker, you promote and support safeguarding in your day-to-day work.

Give examples of:

### Workbook notes

1. How you promote and support the safeguarding of children

2. How you safeguard yourself

3. How you safeguard others

# 4.3 Factors, situation and actions that could lead or contribute to harm, abuse or neglect

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## Outcomes

You are able to work in ways that:

- promote safe and secure practices, and minimise the risks to children from harm, abuse or neglect.

It is important to be alert to the fact that harm, abuse and neglect can take place anytime and anywhere. However, some **actions, behaviours or situations can increase the risk of harm and abuse**. This section will help you understand what these are.

## Learning activity

In the space below, explain why you think some children might be more at risk than others:

## Workbook notes

## Learning activity

Why do you think incidences of harm, abuse and neglect might not be raised by:

Children

Workers

Others

How can these groups be supported to raise their concerns?

Children

Workers

Others

# 4.4 Reporting and recording in relation to safeguarding

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## Outcomes

You are able to work in ways that:

- 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.

This section will help you know what you should do if you have concerns about harm, abuse or neglect, or if an individual makes an allegation or disclosure to you.

## Learning activity

### Recording in relation to safeguarding

Good record keeping is an important part of good safeguarding practice. The following scenario demonstrates both good and poor practice in recording:

*Stephen works in a setting in the village where he lives. One of the children that attends the setting is Mair, who is five years old and has been attending the setting since she was a baby. Mair attends the setting before and after school, and full time during the school holidays. Mair lives with her parents and her older brother, 12-year-old Tim, who is from Mair's mum's previous marriage. The family live in the same village as the setting. Mair is very sociable and chatty, she gets on well with the other children and gets involved in all the activities at the setting.*

*After a weekend during the school holidays, Mair's dad drops her off at the setting, but instead of carrying out her usual routine – taking off her coat and getting involved in the activities that are taking place - Mair does not want to remove her coat, and she says she is cold and her arm hurts. When Stephen asks why it is hurting, she answers that she bumped herself on some furniture when helping to tidy up her room at home. She says it was "Tim's fault".*

*Mair seems quieter than usual for the rest of the day. Stephen notices that Mair's right wrist does appear swollen and has a greenish tinge. Mair won't let Stephen look at her arm and keeps her coat on all day. Stephen reports this verbally to the setting manager who agrees that Stephen should speak to Mair's parents about what happened to her arm.*

*At the end of the day, Mair's mother and father come to collect her and Stephen asks how Mair hurt herself. They say she is always clumsy and it must have been when she was helping feed the chickens in their garden the day before. Stephen challenges this saying the bruise looked older than that and that Mair had said Tim was responsible. Mair's parents get defensive and angrily tell Stephen that they are more than capable of looking after their daughter.*

Stephen is now concerned that Mair may have been abused. He writes a report as follows:

*On Monday this week, Mair Jones arrived with a badly bruised and swollen arm. I think her brother had been fighting with her again as he can be jealous of the extra attention Mair gets from her parents and he is often in trouble with the police. I spoke to her parents who got defensive and stormed off. They are most likely trying to cover up the fact that they cannot look after Mair properly any more, but they want to keep the family together and not involve anyone else.*

Here Stephen has made a set of assumptions. He has shown prejudices towards people and is using information about Tim that is not backed up with any source. He has not been objective or factual, and risks being accused of bias, unprofessionalism and even libel as he is making accusations. Stephen is right to be concerned about the injury and the two different accounts about how it occurred, along with Mair's unusual behaviour and her parents' response. Stephen acted correctly in not questioning Mair too much and checking with his manager before speaking with her parents.

Stephen was also correct in not sharing his suspicions with anyone but the manager. He recognised the possible signs of abuse and reported them appropriately straight away and followed this up with a written record.

His record would have been improved if had read something like this:

*On Monday this week, Mair Jones attended the setting all day. She was wearing a thick winter coat, which she refused to take off saying her right arm was sore. She did not speak much and did not want to join in with any play activities. This is unusual for her as she usually can't wait to join in. I could see her right wrist seemed swollen and had a greenish marking, like a bruise. When I asked what had happened she said she had hurt her arm tidying up her room the day before and that it was her brother Tim's fault.*

*After discussing this with my manager, we agreed that I should speak to Mair's parents who told me they thought she hurt herself yesterday feeding the chickens in the garden and that she is always clumsy. They became defensive and angry, and said they were more than capable of looking after their daughter. They left with Mair and she seemed keen to go home with them. I updated my manager and have referred the incident to our setting's designated safeguarding officer.*



## Workbook notes

1. Why is it important to report and record in relation to safeguarding?
2. List what you need to record
3. How would you report and record concerns in line with your setting's policies and procedures?

## Learning activity

It is important that you as a worker feel well supported when you're dealing with safeguarding situations.

Discuss with your manager where and how you would access personal support, and how you would support others.

## Workbook notes

# Progress log

## Section 4: Safeguarding children

Name:

Name of workplace:

Induction start date:

Main area	Outcome	Evidence used	Assessed by whom and when	Manager's signature and date
4.1 Legislative frameworks for safeguarding	You are able to work in ways that: <ul style="list-style-type: none"><li>• follow your local and workplace policies and procedures for safeguarding individuals</li><li>• record and report any concerns or incidents.</li></ul>			
4.2 Safeguarding children from harm, abuse or neglect	You are able to work in ways that: <ul style="list-style-type: none"><li>• demonstrate child-centred practice in your work</li><li>• promote and support the safeguarding of individuals.</li></ul>			
4.3 Factors, situations and actions that can lead or contribute to harm, abuse or neglect	You are able to work in ways that: <ul style="list-style-type: none"><li>• promote safe and secure practices, and minimise the risks to children from harm, abuse or neglect.</li></ul>			
4.4 Reporting and recording in relation to safeguarding	You are able to work in ways that: <ul style="list-style-type: none"><li>• adhere to your workplace's policies and procedures for recording and reporting concerns</li><li>• 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.</li></ul>			

Learning needs and opportunities:

**Manager's signature:**

**Worker's signature:**