WJEC Level 2 - Children's Care, Play, Learning & Development: Core

### Unit 004 – Safeguarding Children

### **Overview of Unit 004**

In Unit 004, we focussed on **safeguarding children**, understanding **e-safety**, and recognising signs of **abuse** and **neglect**. We explored key UK **safeguarding legislation** and **policies**, along with the roles of various **agencies**. Our study included our responsibilities in safeguarding, such as **advocacy**, maintaining **appropriate relationships**, and implementing **child-centred practices**.

We also learnt about **responding**, **recording**, and **reporting concerns**, as well as understanding **whistleblowing** and the limits of **confidentiality**. The unit highlighted factors that lead to **harm**, such as **adverse childhood experiences** and **grooming**, and reviewed significant reports on **failures in protection**.

## LO1: Understand the purpose of legislation, national policies and Codes of Conduct and Professional Practice in relation to the safeguarding of children.

- o Do I understand what 'safeguarding' means and can I explain the importance of 'e-safety'?
- Can I identify the main categories of abuse and neglect and the common signs and symptoms associated with them?
- Do I recognise how legislative frameworks support the rights of children to be protected from harm,
  abuse, and neglect?
- Am I aware of the key legislation, national policies, and Codes of Conduct related to safeguarding, and do I understand the roles of different agencies in this context?
- o Can I explain how concerns or incidents related to safeguarding should be properly recorded and reported?

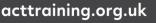
# LO2: Understand how to work in ways that safeguard children from harm, abuse and neglect.

- Do I understand the role and responsibilities of an early years and childcare worker in regards to safeguarding, and the importance of 'advocacy' in this context?
- Do I recognise the importance of establishing trust and rapport with children and their families/carers and the significance of child-centred practice in safeguarding?
- Can I explain how to work in ways that uphold the rights of children and their families/carers, ensuring they can express concerns without fear?
- Do I know how to make children and their families/carers aware of how to keep themselves safe, including the risks associated with social media and internet use?
- Can I identify ways to work that keep both myself and children safe in early years and childcare settings?















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We also learnt about **responding**, **recording**, and **reporting concerns**, as well as understanding whistleblowing and the limits of confidentiality. The unit highlighted factors that lead to harm, such as adverse childhood experiences and **grooming**, and reviewed significant reports on **failures in protection**.

#### Understand the factors, situations, and actions that can lead to or contribute to LO3: harm, abuse, or neglect.

- o Do I understand why some children are more at risk from harm, and how adverse childhood experiences (ACEs) contribute to abuse?
- o Can I identify actions or situations that may lead to or increase the risk of harm or abuse?
- o Do I recognise the signs of domestic abuse and understand the different types of bullying and their impact?
- o Can I explain why abuse may not be disclosed by individuals, including children and adults?
- o Do I know the common features of perpetrator behaviour and grooming?
- o Do I understand the value of **learning** from **reviews** and **reports** into **serious failures** to protect individuals from harm, abuse or neglect?

#### LO4: Understand how to respond, record and report concerns, disclosures or allegations related to safeguarding.

- o Do I know how to respond to suspected or disclosed harm and what actions to avoid?
- o Can I define the **boundaries** of **confidentiality** and explain **'whistleblowing'** in a safeguarding context?
- o Do I understand the importance of **reporting concerns** about harm and what should be reported and recorded?
- Can I identify potential barriers to reporting concerns and how to address them?
- o Do I know how to **record information** accurately and understand the difference between fact, opinion, and judgement?
- o Can I explain the actions to be taken if there are ongoing **concerns** or if **reported issues** have **not** been addressed?















