

Unit 004 – Safeguarding Children

Overview of Unit 004

In Unit 004, we focused 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.

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

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

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

