

MODULE 1 ASSESSMENT

This topic has been developed with Ann Marie Christian, a safeguarding consultant, speaker, and author. This course will increase your understanding of safeguarding, including what it is, what the role of Designated Safeguarding Lead entails, and signs of potential safeguarding concerns.

The following assessment will support you in reflecting on your current practice. You will be able to demonstrate that the information you have listened to has been embedded, and your answers will help you to bring safeguarding to the front line and ensure that it's embedded in daily practice.

QUESTION 1

Could you explain what the term safeguarding means in relation to your role in an Early Years setting?

QUESTION 2

Early experiences have a profound impact on children's development and their future outcomes. Could you please identify some of the potential long-term impacts that could affect a child if they have witnessed or been subject to harm?

MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Why is safeguarding training so important?

QUESTION 4

In the podcast episode, Ann Marie explains that when children go through puberty they go through another stage of development. What is this stage of development and why is it important for educators to be aware of this stage with children who have had adverse childhood experiences?

QUESTION 5

Safeguarding training supports Early Years teams to take a more proactive approach to safeguarding including being alert to any suspicions and signs. While these signs don't necessarily mean that a child is being abused, they could help you to assess the situation. What could some of these signs be?

MODULE 2 ASSESSMENT

QUESTION 1

Why do Early Years educators need to be more vigilant and aware from a safeguarding perspective than educators of other age groups?

QUESTION 2

Professional curiosity is key in the Early years especially when observing children's behaviour, could you please identify why abnormalities in behaviour are so important to be aware of?

QUESTION 3

Could you please explain why it is important to share safeguarding information with parents and what kinds of information are beneficial to share?

MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

As an educator when you spot a safeguarding red flag or have a niggling gut feeling what is the first action you must take and why?

QUESTION 5

In the podcast episode keeping safeguarding as a 'The Golden Thread' in your setting was discussed, what was meant by referring to safeguarding as a 'Golden Thread'?

MODULE 3 ASSESSMENT

QUESTION 1

Please could you list National Government legislation, frameworks and guidance for safeguarding in our settings?

QUESTION 2

Following on from the last question, as you are aware policies and procedures in your setting underpin practice and are derived from the above legislations, could you please now describe why we have policies and procedures in place and what these set out in regards to safeguarding?

MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

When reporting Safeguarding concerns there are two routes of reporting, what are these two routes called and what is the difference between them?

QUESTION 4

There must be a Designated Safeguard Lead in each setting, what is included in this role?

QUESTION 5

Record keeping in safeguarding is crucial, could you please list reasons for why this is?

MODULE 4 ASSESSMENT

QUESTION 1

Could you please give examples of what success looks like in terms of approach to safeguarding?

QUESTION 2

As a manager and/or owner what check should you complete and why?

QUESTION 3

It is important in training and team meetings that conversations on genitals, consent and touch are encouraged, why is this?



MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

Could you please identify an organisation that have fantastic resources and campaigns to support your safeguarding awareness and practice?

QUESTION 5

Following on from the previous question, could you please now describe a current campaign from the organisation you have identified and why you should review, discuss and implement this campaign in your setting?





REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





REFLECTION SECTION CONTINUED

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ANSWER SHEETS



MODULE 1 ASSESSMENT

This topic has been developed with Ann Marie Christian, a safeguarding consultant, speaker, and author. This course will increase your understanding of safeguarding, including what it is, what the role of Designated Safeguarding Lead entails, and signs of potential safeguarding concerns.

The following assessment will support you in reflecting on your current practice. You will be able to demonstrate that the information you have listened to has been embedded, and your answers will help you to bring safeguarding to the front line and ensure that it's embedded in daily practice.

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Could you explain what the term safeguarding means in relation to your role in an Early Years setting?

- Preventing a child being subject to harm and ensure that we as educators prevent it from happening.
- Ensure children are free from harm, ill treatment, maltreatment, physical, emotional neglect and sexual harm.
- Every child has a right to be protected and kept safe, in an educator role it is important we prevent and protect.
- Safeguarding is everybody's responsibility.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Early experiences have a profound impact on children's development and their future outcomes. Could you please identify some of the potential long-term impacts that could affect a child if they have witnessed or been subject to harm?

- Brain function
- Social skills
- Relationships
- Education
- Self-esteem
- Self-identity
- Emotional Intelligence
- Developmental and learning outcomes.

MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Why is safeguarding training so important?

- Good training enables a team to make informed decisions.
- Training supports educators to meet their responsibilities and ensure they have the confidence to recognise, respond, and refer if they should have any concerns.
- Training and a shared team ethos approach to safeguarding enables educators to protect children in their care.

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

In the podcast episode, Ann Marie explains that when children go through puberty they go through another stage of development. What is this stage of development and why is it important for educators to be aware of this stage with children who have had adverse childhood experiences?

- After puberty children have a reflective stage of development where they reflect on their experiences that they can make sense of now.
- As part of an educator's duty of care to safeguard children ensuring children who have had adverse experiences are supported throughout their educational journey by information sharing and documentation to achieve awareness through transition is key.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Safeguarding training supports Early Years teams to take a more proactive approach to safeguarding including being alert to any suspicions and signs. While these signs don't necessarily mean that a child is being abused, they could help you to assess the situation. What could some of these signs be?

- Unexplained changes in behaviour or personality
- Becoming withdrawn
- Seeming anxious
- Becoming uncharacteristically aggressive
- Lacks social skills and has few friends, if any
- Poor bond or relationship with a parent
- Knowledge of adult issues inappropriate for their age
- Running away or going missing
- Always choosing to wear clothes which cover their body.
- Inappropriate language or touching of self and/or others.

MODULE 2 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Why do Early Years educators need to be more vigilant and aware from a safeguarding perspective than educators of other age groups?

- Educators need to be more vigilant in the early years as children have limited communication skills due to the age and stage of their development. Therefore, it's important as educators that we are aware of each child's needs and home environment. Watching for signs and indicators of abuse should be a shared team approach and ethos to ensure children are protected from harm.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Professional curiosity is key in the Early years especially when observing children's behaviour, could you please identify why abnormalities in behaviour are so important to be aware of?

- Children are born innocent, if you are observing concerning behaviour then analysing this is important as children learn behaviour from role models. Concerning behaviour and/or a change in behaviour could be an indicator to the child witnessing or being subject to harm.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please explain why it is important to share safeguarding information with parents and what kinds of information are beneficial to share?

- Information sharing with parents is always beneficial, especially sharing further organisations for support which makes families feel like they have a safe space, they are not alone, and their challenges are understood.
- Having a safeguarding display showing articles of current economic challenges can be supportive and help families.
- Food banks and supportive organisations contacts will support parents.
- Alcohol and drug addiction signposting.
- Creating a parent pack with the above information and more ensuring that this is a no judgement support pack demonstrating and showing empathy to families.

MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

As an educator when you spot a safeguarding red flag or have a niggling gut feeling what is the first action you must take and why?

- The first action is write down every detail and share this with your designated safeguard lead.
- Keeping accurate notes is crucial as over time assessing these notes supports in building a shared picture of the child's life and helps to decide if concerns need to be taken to the next stage through the monitoring and assessing.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

In the podcast episode keeping safeguarding as a 'The Golden Thread' in your setting was discussed, what was meant by referring to safeguarding as a 'Golden Thread'?

- Regular updates, keeping safeguarding as a constant conversation within the team, and ensuring safeguarding training is not once a year but rather a fluent part of practice and in every fibre of your setting is what is meant by the golden thread. It refers to keeping all other elements of practice and duty of care together by the golden strand of safeguarding.

MODULE 3 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Please could you list National Government legislation, frameworks and guidance for safeguarding in our settings?

- What to do if your worried about the child.
- The Children Act 1989 (as amended).
- The Children and Social Work Act 2017.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children 2018.
- The Education Act 2002.
- The United Nations convention on the Rights of the Child 1992.
- The Equality Act 2010.
- The Children and Families Act 2014.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Following on from the last question, as you are aware policies and procedures in your setting underpin practice and are derived from the above legislations, could you please now describe why we have policies and procedures in place and what these set out in regards to safeguarding?

- Policies and procedures ensure and endorse the well-being of all families, children, staff, volunteers and everyone who is connected to the setting.
- They are required by Ofsted and the Statutory Framework for the Early Years Foundation Stage (EYFS).
- Safeguarding procedures and contacts on referral and safeguarding hubs are included and direct staff on which steps need to be taken and how.
- Legal procedures we must abide by in relation to safeguarding and these legal procedures will be included in the policy and procedure.

MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

When reporting Safeguarding concerns there are two routes of reporting, what are these two routes called and what is the difference between them?

- MASH is a multi-agency safeguarding hub which is the frontline of safeguarding reporting and report concerns in relation to a child and family. Some places it might be a SPA single point of access, to other places it might be the referral team.
- Lado, the local authority designated officer. This would be the person that you report concerns to about the setting or any individual if you are unable to tell anyone in your setting.
- The difference between these two routes of reporting is that one is for child related reports and the other is for staff/setting related reporting.

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

There must be a Designated Safeguard Lead in each setting, what is included in this role?

- The safeguarding lead should be a senior leader as they have authority and status to make decisions on behalf of the setting when they go to meetings and social care or the police.
- Attending strategy meetings and regular safeguarding training.
- The safeguard lead and role must be knowledgeable on the national local thresholds of child protection because they are the person in charge of escalating concerns, managing referrals, making referrals to social care, the police or any other agency around safeguarding.
- Multi-agency working policy and practise.
- Information sharing and team leading to create a proactive approach.
- Auditing and regularly reviewing concerns, notes and referrals.

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Record keeping in safeguarding is crucial, could you please list reasons for why this is?

- Helps settings identify concerns at an early stage, when they first arise, providing opportunities to provide early help.
- Help to build a picture of a child's lived experience and tell their story.
- Identify patterns of concerns.
- Evidence action taken and the impact of this.
- Support need for escalation and professional challenge if a child's situation is not improving.
- Provide rationale for decision making for actions taken.
- Provide evidence of concerns which may need to be referred to in court proceedings.
- Help to evidence safeguarding culture for inspection and audits.

MODULE 4 ASSESSMENT

QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Could you please give examples of what success looks like in terms of approach to safeguarding?

- Proactive approach and strategies led by a designated safeguard lead
- Raising awareness
- Encourage children to communicate
- Regular staff training
- Images, posters and displays for children, parents and staff
- Safeguarding as an agenda in every team meeting
- Safeguarding supervisions
- Safeguarding audit and regular reviews.

QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

As a manager and/or owner what check should you complete and why?

- Unannounced spot checks to see what's happening and review practice regularly.

QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

It is important in training and team meetings that conversations on genitals, consent and touch are encouraged, why is this?

- Good training will discuss the different names that children call their private parts (genitalia).
- This is important to make staff aware of as an abuser could name it something else such as teddy bear or cookie so staff need to be aware if children are referring to their genitals by different names and monitor/note take their communication in relation to this.
- Educators need to be confident in teaching children safe learning and to ensure staff have a shared team ethos.
- A proactive approach and staff confidence is created from training and engagement.
- Through training staff learn to be vigilant and monitor/record specific behaviours such as children touching themselves or others.
- Educators will be more confident in safeguarding practice and aware if open discussions on genitalia, consent and touch are held regularly.

MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Could you please identify an organisation that have fantastic resources and campaigns to support your safeguarding awareness and practice?

- NSPCC

QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Following on from the previous question, could you please now describe a current campaign from the organisation you have identified and why you should review, discuss and implement this campaign in your setting?

- NSPCC have a Pantosaurus campaign - 'Let's talk pants'
- This campaign should be reviewed and implemented because it introduces boundaries, respect, consent and touch to children.
- Helps children to understand their body belongs to them and explains how to tell a safe adult if they are upset or worried.
- The resources also give practitioners support in the why and how to introduce and implement this approach into your setting.
- Please follow the link to learn more - [Let's talk PANTS | NSPCC](#)