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Service Children's Education

Level 1 Child Protection Awareness Pack (Induction for 0-3 settings)

The Designated Safeguarding Person for your setting is _____

The Deputy Designated Safeguarding Person is _____

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The aim of this pack is to:

Introduce staff who are new to the setting to their responsibilities in relation to child protection and to the safeguarding of children

The objectives are to enable you:

- To know who you talk to within your setting to get advice about safeguarding and child protection
- To able to define what is child protection and what is safeguarding
- Recognise child abuse and the concept of significant harm
- To know where to find safeguarding and child protection information, guidance and protocols
- Find out how you book onto a Level 2 Safeguarding Training programme

You should work through this pack within your first two weeks of starting work. It is advisable that you keep this pack for future reference.

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Who you should contact if you have a concern about a child

All settings must have a [Designated Safeguarding Person \(DSP\)](#) as well as a [Deputy Safeguarding Person](#).

DSPs have additional training in safeguarding and child protection and are the point of contact for all staff within settings when someone has a concern about a child. DSPs also liaise with outside agencies and make referrals as appropriate to the statutory social work service when there is a concern that a child is 'in need' (Section 17 of the Children Act 1989) or at risk of 'significant harm' (Section 47 of the Children Act 1989). You will learn more about this on Level 2 training.

It is very important that if you have a concern about a child you pass this onto the DSP as soon as is practicable but at least within the same working day. You should, in addition, complete the setting 'record of concern' to write down a factual account of the incident or what the child has said to provide to the DSP.

The DSP for your setting is _____

The Deputy DSP is _____

All information is treated with the strictest confidence and it is likely you will receive limited feedback about the outcome. However, **if you continue to have concerns** about the welfare or safety of a child, and you are not reassured by further discussion with the DSP, you can directly contact the statutory social work service, as below.

BFSWS Central Referral Team (CRT)
(Available 24 hours)

Tel 05241 84 3039/3040
Fax 05241 84 2004
Fax Mil 73 2004

It is rare, but it does sometimes happen, that people have concerns about the behaviour of staff towards pupils in settings. In those circumstances, you should also follow the procedure as outlined above by first of all talking to the DSP. If your concern is about the DSP then you should talk to the Deputy DSP/Garrison Childcare Manager (GCM); or the SCE Safeguarding Manager.

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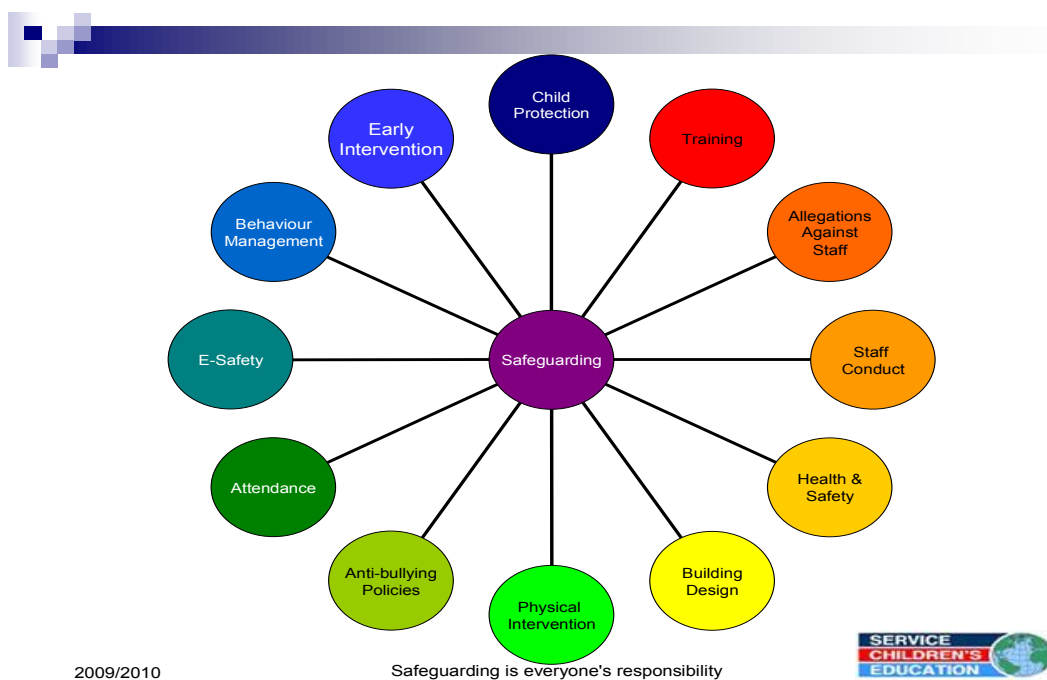
Child protection and safeguarding

A very important principle which underpins how we work with children was made clear in the Children Act 1989, which is that the welfare of the child must be our paramount consideration. Settings and schools have a statutory duty to safeguard children and promote their welfare and must be able to demonstrate that they comply with Section 175 of the Education Act 2002.

The terms 'child protection' and 'safeguarding' are often used interchangeably but they have different meanings.

Child Protection is a part of safeguarding and promoting welfare, and refers to the activity which is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm, for example through child abuse.

Safeguarding includes child protection and, in addition, **relates to everything the school/setting does to keep children safe**, as demonstrated in this diagram.



You will be exploring this more when you attend Level 2 Safeguarding Training. When you get a chance, you should familiarise yourself with your setting policies for, e.g. intimate care, allegations against staff as these all form an important part of schools responsibilities to keep children safe.

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Recognising Child Abuse and When Children May Be At Risk of Significant Harm

Child abuse can take many forms and may involve deliberate acts of cruelty or a persistent failure to provide adequate standards of care, whether physical or emotional. Many inflicted injuries are not the result of conscious, premeditated acts by the parent or caregiver but the unintended consequence of a sudden outburst or temporary loss of control.

Neglect and emotional abuse may be associated with hostility and rejection but can be the result of the parent's inability to provide adequate care either because their own upbringing has failed to provide skills necessary for good parenting or their abilities have been overwhelmed by adverse circumstances.

It is not necessary to establish intent to cause harm to the child when seeking to determine whether the circumstances of a particular case represent child abuse. The purpose of child protection procedures is not to victimise parents or carers, but to protect children and whenever possible to provide the support necessary to restore the family functioning to an acceptable level in which the child's needs are adequately met. There are four main categories used to define abuse.

1. **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. It also includes when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

2. **Neglect**

Neglect is the persistent or severe neglect of a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may include the failure to provide adequate food, clothing, shelter, supervision, medical treatment or response to emotional needs.

3. **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment such as to cause severe and persistent adverse effects on the child's emotional development. It may also involve seeing or hearing the ill treatment of another, for example when a child witnesses domestic violence. There is increasing evidence that **domestic violence, adult mental health problems, and parental substance misuse** feature in families where children are exposed to emotional abuse.

4. **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. Activities may involve penetrative or non penetrative acts, or involve children in looking at or in the production of pornographic material, including child pornography on the internet.

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Additional Information

The NSPCC produces some useful leaflets that you may like to look at ahead of attending Level 2 training. For example:

Bruises on Children

http://www.nspcc.org.uk/Inform/research/findings/bruisesonchildren_wda48277.html

Core-Info: Emotional neglect and emotional abuse in pre-school children

<http://www.nspcc.org.uk/core-info>

The Legal Framework

In British Forces Germany (BFG) we strive to mirror the best child protection practice in England. The child protection procedures for Germany are contained within SOBF(G)3351 and can be accessed through the website

<http://www.bfgnet.de>

These procedures are based on The Children Act 1989 and the Children Act 2004. These acts provide the legislative framework that underpins practice. In addition to the legislation, guidance documents direct and support practice.

Section 47 of the Children Act: duty to make enquiries where there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

Section 17 of the Children Act: duty to promote and safeguard the welfare of children in need. There is an associated duty to provide services.

The Armed Forces Act 1991 (amended 2009) replicates parts of the Children Act 1989, and provides the statutory framework for safeguarding children practice in BFG.

Safeguarding Training

Once you have completed this Level 1 Child Protection Pack, you must attend Level 2 Single Agency Training. This is delivered through schools and settings by Senior Education Social Workers who are part of Pupil and Family Services, SCE. The Adjutant General requires that all new staff to SCE complete Level 2 training within twelve weeks of commencing work. Your DSP should be able to advise you about the next available date.

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USEFUL CONTACTS

PUPIL AND FAMILY SERVICES

Hazel Russell
ESWTL/Safeguarding Manager
Tel: Mil: 76 2499
Civ: 05162 9712499

Kim Harrison
Senior Education Social Worker
Gufersloh
Tel: Mil: 73 2399
Civ: 05241 842399

Steve Navin
Senior Education Social Worker
Sennelager
Tel: Mil: 79 4904
Civ: 05254 9824904

Christine Kane
Senior Education Social Worker
Bad Fallingbostel
Tel: Mil: 76 2499
Civ: 05162 9712499

REFERENCES AND WEBSITES

1. Standing Order British Forces (Germany) 3551, July 2011 (SOBF(G))
www.bfgnet.de
2. Children Act 2004 London HMSO
3. Working Together to Safeguard Children 2013 HM Government
4. Information Sharing Protocol, BFG Standing Instruction 3341 www.bfgnet.de
5. Children Act 1989 London HMSO
6. The Armed Forces Act 1991 (amended 2009)
7. Information Sharing: Guidance for practitioners and managers 2008
8. Statutory framework for the Early Years Foundation Stage DFE 2012

BFG SCB <http://www.bfgnet.de>

NSPCC <http://www.nspcc.org.uk/Inform>

Dept of Education <http://www.gov.uk/df>

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SERVICE CHILDREN'S EDUCATION

Level 1 Child Protection Awareness Pack (Induction)

Please complete and return to:

Designated Safeguarding Person

_____ **Setting**

First Name: _____

Surname: _____

Job Title: _____

GLSU/SCE Employment Start Date:

D	D	M	M	Y	Y	Y	Y
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Date you received your Level 1 training pack:

D	D	M	M	Y	Y	Y	Y
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I have read and discussed with the DSP the contents of this Level 1 Child Protection Awareness (Induction) programme.

I am aware of the Setting Safeguarding Policy and Procedure.

I will arrange to attend the first available Level 2 (single agency) training event within at least within 12 weeks of my start date.

Signed: _____