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Service Children's Education

Level 1 Child Protection Awareness Pack (Induction for Schools)

The Designated Senior for your school is _____

The Deputy Designated Senior is _____

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The aim of this pack is to:

Introduce staff who are new to the school/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 be 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 schools must have a [Designated Senior for Safeguarding](#) as well as a [Deputy Designated Senior](#).

Designated Seniors have additional training in safeguarding and child protection and are the point of contact for all staff within school when someone has a concern about a child. Designated Seniors 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 Designated Senior as soon as is practicable but at least within the same working day. You should in addition, using the schools 'record of concern' format, write down a factual account of the incident or what the pupil has said to provide to the Designated Senior.

The Designated Senior for your school is _____

The Deputy Designated Senior 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 Designated Senior, you can directly contact the statutory social work service, as below.

BFSWS Central Referral Team	Tel	05241 84 3039/3040
Available 24/7	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 schools. In those circumstances, you should also follow the procedure as outlined above by first of all talking to the Designated Senior. If your concern is about the Designated Senior then you should talk to the Deputy Designated Senior; or the Head Teacher; or other member of the school's Senior Leadership Team.

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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. 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 does to keep pupils 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 schools policies for, e.g. attendance, anti-bullying, e.safety, 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 which are very accessible that you may like to look at ahead of attending Level 2 training.

Bruises on Children

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

Worried about a child? How you can protect children from abuse

<http://www.nspcc.org.uk/Inform/research/findings/worriedaboutachild>

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 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 Designated Senior should be able to advise you about the next available date.

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USEFUL CONTACTS

PUPIL AND FAMILY SERVICES

Hazel Russell
Education Social Work Team
Leader/Safeguarding Manager

Tel: Mil: 76 2499
Civ: 05162 9712499

Kim Harrison
Senior Education Social Worker
Gutersloh

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. Keeping Children Safe in Education 2014 DfE
5. Information Sharing Protocol, BFG Standing Instruction 3341 www.bfgnet.de
6. Information Sharing: Guidance for practitioners and managers 2008
7. Children Act 1989 London HMSO
8. The Armed Forces Act 1991 (amended 2009)

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

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

Dept for Education <http://www.gov.uk/dfes>

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SERVICE CHILDREN'S EDUCATION

Level 1 Child Protection Awareness Pack (Induction)

Please complete and return to:

Designated Senior for Safeguarding

_____ School

First Name: _____

Surname: _____

Job Title: _____

SCE/GLSU 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 Designated Senior the contents of this Level 1 Child Protection Awareness (Induction) programme.

I am aware of the School's 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: _____