



**Gateway Qualifications' Award in
Safeguarding and Protecting Children and
Young People**

Workbook and Learning Materials

**Version 1.1
(July 2018)**

This workbook can be used to provide evidence of achievement for the Gateway Qualifications' Level 2 Award in Safeguarding and Protecting Children and Young People. Alternatively, you may wish to adapt the assessment tasks or design your own assignment for the purposes of assessment.

If you do decide to adapt the assessment tasks or design your own assignment, please ensure that the revised or newly developed assignment meets all the assessment criteria for the qualification.

The learning materials and tasks will cover the following learning outcomes and assessment criteria.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to safeguard and protect children, young people and practitioners in the workplace.	1.1. Identify key elements of the law on safeguarding children and young people. 1.2. Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting. 1.3. Identify ways in which concerns about children and young people can be reported.
2. Know how to respond to evidence or concerns that a child or young person has been abused.	2.1. Identify the characteristics of different types of child abuse. 2.2. Describe actions to take in response to evidence that a child or young person has been abused or is at risk of being abused. 2.3. Describe how to respond to a child or young person who discloses abuse. 2.4. Identify those people who the information of abuse or suspected abuse may be shared with.

Mapping of tasks to assessment criteria

Task	1.1	1.2	1.3	2.1	2.2	2.3	2.4
One	X						
Two		X					
Three			X				
Four				X			
Five				X	X	X	X

NB Please keep a bibliography of any source materials you have used to complete your assessment tasks.

I confirm that the evidence in this portfolio is all my own work.

Learner's Signature Date

I confirm that the evidence in this portfolio is all the learner's own work.

Assessor's name Signature

Date

Internal Verifier's name Signature

Date
(only if sampled)

External Verifier's name Signature

Date
(only if sampled)

Introduction

This qualification has two learning outcomes which explore safeguarding and protecting children and young people and how to react to evidence or concerns that a child has been abused.

The workbook comprises a number of activities which will help you to understand the key aspects of safeguarding and protecting children and young people. You will be directed to short videos which will extend your learning. You will complete some short tasks to show that you have understood the key concepts you have been learning about.

Definitions you will find useful:

Safeguarding children and promoting the welfare of children can be defined as:

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Taking action to enable all children to have the best outcomes in life

Child protection is defined as:

- Being an element of safeguarding and promoting welfare
- Any activity which protects specific children who are suffering or are likely to suffer significant harm

The aim is for individuals and agencies to be vigilant, to work together and to work pro-actively in order to safeguard all children against abuse.

Vulnerable children are defined as:

- Those who are at danger and at risk of harm from others due to their inability to protect themselves. This harm could occur within **any** environment with which they are associated
- An unprotected child who is at risk of harm, mistreatment, exploitation or neglect from others

The law therefore states that it is the responsibility or 'duty of care' of staff or volunteers within organisations to protect the children within their care. Such staff should work to limit the chances of exposure to harm, accidents or perpetrators of harm.

Children have rights:

In the UK, every child has the right:

- To a life free from fear, harm and neglect
- Not to be forced to do anything against their will

- To be protected

It is therefore the responsibility of such adults to make sure that children and young people are safe and free from the risk of 'significant harm'.

Significant harm is defined in The Children Act (1989) as:

'the ill-treatment or the impairment of health or development'

The levels of significant harm are judged upon a range of factors including:

- The severity of ill treatment
- The degree and extent of physical harm
- The duration and frequency of abuse and neglect
- The extent of premeditation
- The degree and threat of coercion
- The presence of sexual abuse

Sometimes a single traumatic event may constitute significant harm such as a violent assault, suffocation or poisoning. More often however significant harm is a collection of events, often long standing.

The legal definition of a child is:

Under British law, a child is defined under Section 105 of The Children Act (1989) as being a person under 18 years of age. However, at different ages, children are deemed responsible to undertake certain acts or to take responsibility for their own actions.

The Safeguarding Agenda

The 'Every Child Matters' framework, which led to the Children Act 2004, was developed as a direct result of the Laming report which investigated multi-agency working practice following the death of Victoria Climbié.

Find out more about the Victoria Climbié case here:

<https://youtu.be/m51RHa1jMH0>

The Laming report highlighted weaknesses in the way that children are safeguarded and called for closer multi-agency working when dealing with cases like this. The report recommended the development of a central database to record details of children requiring support and which services they were accessing/ under the supervision of. The report also called for Ofsted to create a framework to monitor children's services. These recommendations became a legal requirement in the Children Act 2004.

Further guidance has been produced for organisations working with children and young people since the introduction of the Children Act. One set of guidelines, 'Working Together to Safeguard Children 2010', sets out how individuals and organisations should work together to safeguard children. Local Safeguarding Children's Boards were also created within every local authority.

You can find out about Local Safeguarding Children's Boards here:

http://www.safenetwork.org.uk/training_and_awareness/pages/lscbs.aspx

Some newer guidance, introduced in 2015, gives further support to those who have a responsibility to safeguard children.

'What to do if you're worried a child is being abused' (2015)

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

The Department for Education issued this document to give advice to anyone who comes into contact with children. This includes social care practitioners, early years practitioners, school staff and healthcare professionals. It explains how to identify signs of abuse and neglect and explores what action to take if you suspect a child is being abused or neglected.

'Keeping Children Safe in Education' (2015) (formerly 'Safeguarding Children and Safer Recruitment in Education' (2007))

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

This guidance applies to all schools, colleges and training providers. It sets out what schools and colleges must do to safeguard and promote the welfare of children and young people under the age of 18. It sets out the legal duties these organisations must comply with to ensure the safe recruitment of staff.

Safeguarding Vulnerable Children

In the past, the term 'child protection' was used rather than 'safeguarding'. Although 'child protection' is still used, its original intent was to protect children and young people from harm and abuse. Safeguarding works to prevent the child coming to any harm and identify warning signs as early as possible, rather than just reacting when a child has been harmed. Safeguarding policies equip those who come into contact with vulnerable groups with the knowledge and awareness to act in a preventative manner to reduce the risk of harm.

Many children and young people in society are at danger and at risk of harm from others because they are unable to protect themselves. A child is far less able to protect itself from others. Without protection, a child is at risk of harm, mistreatment, exploitation or neglect from others. This makes a child **vulnerable**.

One of the main reasons why children are at a high risk of harm is that they do not understand or accept their vulnerability. Adults may be in a position of power over the child and so may have a greater opportunity to present harm than other children. They may use this power to convince the child to act against their will and may easily take advantage of the naivety of the child.

The law places a 'duty of care' on staff or volunteers within a wide range of organisations to protect the children within their care. Such staff should aim to limit the chances of exposure to harm, accidents or perpetrators of harm.

Every child in the UK has the following rights:

- To a life free from fear, harm and neglect
- Not to be forced to do anything against their will
- To be protected

It is therefore the responsibility of such adults to make sure that children and young people are safe and free from the risk of 'significant harm' which is defined in The Children Act (1989) as:

'the ill-treatment or the impairment of health or development'

Partnership Working

It is important that the agencies involved in safeguarding work coherently in order to meet the needs of the child or young person. Partnership working is the process of these agencies not only working together, but also working closely with the child or young person and their families.

It is important that these agencies and organisations communicate with each other regularly and share information about the child or young person and what they are doing to support the child and their family. If one agency withholds information, it could result in the child or young person being put at unnecessary risk. Each agency may be working in a slightly different way to protect the child or young person.

Partnership working includes 'team around the child' meetings. This is where all parties involved with the child or young person and their family attend a formal meeting to exchange information and updates regarding the specific situation. A wide range of organisations may be involved in supporting each child. They include:

Social Services will deal with the immediate care of the child and ensure that they are safe from harm. They will work in partnership with both the parents and other agencies.

Adult social care services provide services to adults who are responsible for children who may be in need. When staff are providing services to adults they should ask whether there are children in the family and consider whether the children need help or protection from harm.

Schools must always be mindful and aware of possible signs and indicators of abuse and neglect. If the school has suspicions or concerns about a pupil's welfare, they must take the appropriate course of action. This may include

reporting concerns to a designated safeguarding person, social services or even the police in extreme circumstance.

The NSPCC (National Society for the Prevention of Cruelty to Children) is a charity that works to prevent children from harm. Although it has charity status, it has the power to take action in cases of child abuse; the only one of its kind. The charity also offers support to the child and their family through a website and over the phone.

Health Visitors and GPs may be asked to examine injuries and give medical opinions about the effects on children's development. A Health Visitor may be one of the first people to spot warning signs in young children and they have a duty to raise concerns. Doctors and GPs must report any injuries or illnesses which appear to be as a result of harm or abuse.

Police and Probation services work closely with the other agencies to ensure that children and young people are free from harm. All police forces have a specialist unit to deal with cases of child abuse (Child Abuse Investigation Unit). The police will also lead any criminal investigations that may be required.

Psychology services may be asked to assess the child or young person or help them cope with what has happened. They will recommend a course of action to support the child. It is likely that a child or young person who has experienced abuse or neglect will also be offered counselling sessions.

The British Transport Police (BTP) is the national police for the railways. The BTP can play an important role in safeguarding and promoting the welfare of children, especially by identifying and supporting children who have run away or who are truanting from school.

The Prison Service has a responsibility to identify prisoners who pose a risk of harm to children. Where this is the case, the relevant prison establishment: should inform the local authority children's social care services that an offender's has been sent to prison and of any subsequent transfers. When the prisoner is due to be released, they should notify the relevant probation service provider of the offender's address on release.

The Children and Family Court Advisory and Support Service must safeguard and promote the welfare of individual children who are the subject of family court proceedings. It achieves this by providing independent social work advice to the court.

Many other services have a duty placed on them because of the legislation related to safeguarding children and young people. If you are working with children and young people, whether this as a sports coach, a Girl Guide or Boy Scout leader, in an early years or provider of after school facilities, you will be expected to safeguard the children and young people in your care. Many other authorities are also bound by the duties placed on them by the Children Act

including the Border and Immigration services, Youth Offending Teams and the Probation Service to name but a few.

Make sure you check what the requirements are for your organisation. Ensure that you access and understand your organisation's Safeguarding policy. It is your responsibility to do this – not knowing about a policy which is in place is no excuse. The law says you must read and follow the policy and relevant procedures. If you are not sure about what you have to do – ASK!

Task One (AC1.1)

Answer the following questions.

- 1. What do you think is the definition of 'safeguarding'?

- 2. What is the difference between 'safeguarding' and 'child protection'?

- 3. Identify three ways in which the law safeguards children and young people.

1.
2.
3.

Ten top tips to safeguarding children and young people

1. Minimise the risk to children and young people by raising awareness of all staff
2. Implement a safeguarding policy and procedure within your organisation which is **clearly understood by all** employees and volunteers. It is no use having a policy if no one knows about it and what they procedures they have to follow
3. Appoint a person in your organisation as the designated safeguarding officer. This person will lead the liaison with statutory children's services agencies. Following training they must also provide support, advice and guidance to other staff on specific safeguarding issues, as required
4. Know that it is everyone's responsibility to identify and respond to signs of abuse and harm and to protect children and young people
5. Make your concerns known – don't ignore the signs
6. Know how to recognise signs of harm or abuse
7. Make the child's welfare your first consideration
8. Always record and pass on to the relevant safeguarding officer anything that gives you cause for concern
9. Understand that anyone may be capable of abuse
10. Remember no culture should be allowed to subject any child to anything that constitutes a form of abuse, regardless of the cultural or religious views of the parties involved with a child or young person.

Protecting yourself

As well as safeguarding the children and young people in your care you must also take responsibility for safeguarding yourself from accusations and avoid compromising positions. Some safe working practices include:

- **Working in an open and transparent way:**
 - ensure that you are not left alone with children or young people whenever possible
 - try not to close doors and ensure that there are people around
 - be clear about why you are acting in a particular way
 - keep other staff informed about any concerns
- **Listening to children and young people** – give their views and opinions due respect.
- **Complying with your duty of care** – you must always act in a way that ensures your own and children's safety.
- **Whistle-blowing** – you have a responsibility to report any concerns that you may have regarding another member of staff. If you have suspicions that a

colleague is harming the children or young people in their care you must report it immediately to the designated safeguarding officer.

- **Not abusing your power and position of trust** – children and young people should feel that they can be open and honest with you without fear of being harmed.
- **Behaving professionally** – you should behave in a way that children and young people will respect. They should be able to look up to you as a role-model.
- **Avoiding physical contact** – any physical contact should be appropriate and essential, e.g. helping child or young person with special educational needs with care routines. Follow the organisation's policies and avoid undertaking personal care routines on your own if you can. You must treat the child or young person with respect and allow them to maintain dignity and privacy.
- **Not taking photographs and video** – photographs and videos should only be taken for assessment purposes and with parental consent. Prior permission must be gained to use photos and videos on websites or in publicity materials.
- **Sharing concerns and recording/reporting incidents** – all concerns must be reported straight away. Not only are you protecting the child by doing this but you are also protecting yourself. This applies to whistle-blowing.

Health and Safety

The Health and Safety at Work Act states that it is the responsibility of everyone within an organisation to ensure that safety is maintained and policies are implemented, in particular that children are safeguarded. Standards for safety are monitored by regulatory authorities.

All routines should be planned carefully with safety in mind so that incidents and accidents are less likely to occur. If a child or young person does have an accident, you must inform another member of staff to allow them to administer first aid, if appropriate. The parent or carer must also be informed of some accidents, for example, a bump to the head. Make sure that you make yourself aware of your organisation's policies and procedures to protect yourself as well as the children and young people that you come into contact with.

Task Two (AC 1.2)

Produce a one-page leaflet for other staff in your organisation to explain how they can protect themselves from allegations and complaints about their working practices when they are engaged in activities with children and young people.

Reporting Concerns

Safeguarding is not just about reacting when you know that a child or young person has been harmed or abused; it is important that you report concerns that a child may be at risk of being harmed. Even if you just have a question in your mind about the safety of the child, talk to the designated safeguarding officer in your organisation.

It is important that you do not raise concerns with a parent or carer as that could alert them to the possibility that they are being observed and this could damage any subsequent investigation.

Remember, even the smallest detail can be important.

Do not discuss concerns with anyone other than the designated safeguarding officer. That person may receive information about the child or young person from other colleagues and will begin to form a picture which may lead to a detailed investigation and the safeguarding officer may call upon other agencies for support.

Whistle-blowing is the term given to the act of reporting concerns or suspicions regarding the actions or behaviour of a colleague in relation to safeguarding and child protection. Your organisation will probably have a whistleblowing policy in place in case of concerns about other members of staff. You can give information anonymously and you will be protected if you do raise concerns. Make sure that you are aware of the procedures and follow them carefully.

The member of staff whose practice is in question should also not face repercussions until any concerns or suspicions have been proven to be true. Any report made must be investigated. The investigation could be internal or external, depending on the types of suspicions reported.

You are protected by law; you shouldn't be treated unfairly or lose your jobs because you 'blow the whistle'. Any whistle blowing reports should be kept confidential. You should feel comfortable in reporting your suspicions without fear of others finding out it was you.

Telephone helplines set up for children who feel that they are at risk can also provide valuable advice about what to do if you suspect a child is in danger.

Task Three (AC 1.3)

Identify two ways that you can report concerns either within your organisation or to the authorities that a child or young person may be at risk.

1.
2.

What is abuse?

Here is a definition of abuse:

*'Abuse occurs when there is a **deliberate** or **non-deliberate mistreatment** or when the direct or indirect actions of an organisation or individual fail to protect children from significant harm; or affects adversely their physical, psychological and emotional development or **well-being**'*

Some of the key words in this definition are:

Deliberate: carried out on purpose & usually planned

Non-deliberate: carried out by accident or without any intention of doing wrong, however wrong is done

Mistreatment: treating someone badly, physically or psychologically

Well-being: a person's state of health

It is a fact that:

- the majority of child abuse takes place in the home or by members of the child's family
- child abuse is often carried out by individuals who were abused themselves

There are many reasons why the majority of abuse is not reported including:

- the fact that children rarely report abuse themselves – they think that adults will not believe them
- if a child has been brought up in an environment where they have always been abused, they may see it as the normal way that adults behave to children – they only realise that there is something wrong as they get older
- abuse is usually hidden and does not take place where other people can see it – it is kept as a secret
- the abuser denies that they have acted wrongly
- it is very difficult to notice the signs and some children only show one or two of them.

Characteristics of Different Types of Abuse

Identifying abuse early is vital to be able to safeguard children and young people. Although the idea of safeguarding is to prevent situations like will cause harm to children and young people, it is unrealistic to expect that you will always prevent it. Noticing the signs of abuse can mean that you are able to react as quickly as possible. Don't forget to report even the very smallest concern to the designated safeguarding officer if you are at work or to a relevant authority if this is outside the workplace. The smallest concerns build into a much bigger picture.

There are four main types of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Physical Abuse – This is when a child or young person is physically hurt or injured. This can take a number of forms including: shaking, hitting, biting, punching or kicking. Some people also can pretend that a child has an illness or may even make a child ill deliberately.

Signs: The obvious signs of physical abuse are bruises, cuts or burns. Of course, all children suffer small cuts and bruises through play but it is important to notice where the injuries are. It is not usual, for example, for a child or young person to have injuries to their ribs and so this should be noted and reported. Some children may become aggressive or have behavioural problems. Children may flinch if you move to touch them and their movements may cause them pain. Such abuse can also lead to longer term damage including neurological damage and some physical injuries may even prove fatal.

Emotional Abuse – The definition of this type of abuse is *'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development'*. This type of abuse may take place alongside other forms of abuse but may also occur alone. A child is constantly 'put-down', bullied or criticised. There may also be instances where a child is not given love, approval or attention. Discrimination and racism is another form of emotional abuse.

Signs: A child may become withdrawn, their self-esteem or confidence may be knocked and they may start to be 'clingy'. You may notice that the child has become nervous in groups or with new people and may start to act like a child of a younger age; for example, it is not uncommon for older children to start to wet the bed or even wet themselves just like a toddler. The child may not be able to concentrate; they may appear distracted or lonely.

Emotional abuse may occur because of other problems within the family such as domestic violence, drug/alcohol abuse or parental mental health problems.

Sometimes a parent is not able to show love or able to predict and meet their child's emotional needs.

On a long term basis, emotional abuse can have a lasting damaging effect on psychological well-being.

Sexual Abuse – This is when someone, usually an adult, uses a child or young person sexually and inappropriately. The definition of this type of abuse is *'forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening'*. This can take the form of touching the child in intimate places or forcing them to look at sexual images or to take part in sexual acts. It can lead to children being forced into prostitution.

Recently there have been cases of children and young people being 'groomed' in preparation for abuse; this may take place over the internet.

Signs: You may notice the child behaving in a sexual way which is unsuitable for their age. They may have irritation and soreness around their genital region and display signs of urine infections. If your job means that you have to change nappies or assist with personal care routines, you may notice tears or redness. The child's behaviour may change and they may stop trusting other people. Their self-confidence may be low. It is often difficult to spot sexual abuse unless you work in an environment where you would notice problems in the genital area. Some of the signs could be explained by other forms of abuse.

Statistics show that this type of abuse is often not believed – think about the high-profile cases in the media recently such as Jimmy Saville and Rolf Harris. It is said that, in the majority of cases, a child has to tell four adults that they are being abused before they are believed.

Neglect – This is defined as *'the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of a child's health or development'*.

Signs: The child or young person could be very hungry, dirty or tired. They could be clingy or seek a lot of attention, sometimes by being naughty as they have not had appropriate boundaries put in place at home. They generally appear uncared for. If you work in a school, you may notice that the child is often late for school or does not come to school prepared for the day's activities. Their personal hygiene may be poor.

Statistics

The following statistics have been compiled by the **NSPCC** and represent statistical data occurrences that **are known about**; but how many **are not** known about...?

Sexual abuse

- Nearly a quarter of young adults experience sexual abuse

- 1 in 6 children aged 11-17 have experienced sexual abuse
- Almost 1 in 10 children aged 11-17 have experienced sexual abuse in the past year

Physical violence

- 1 in 9 young adults have experienced severe physical violence during childhood at the hands of an adult
- 1 in 14 children aged 11-17 have experienced severe physical violence at the hands of an adult

Neglect

- 1 in 7 children aged 11-17 have been neglected
- Almost 1 in 10 have experienced severe neglect

Emotional abuse

- 1 in 14 young adults experienced emotional abuse during childhood

Domestic violence

- Nearly 1 in 4 young adults were exposed to domestic violence between adults in their homes

Key findings

- As at 31st March 2012, **50,573** children were on a child protection plan or on the child protection register in the UK; **21,509** of these were under the age of 5

Task 4 (AC 2.1)

Complete the table to identify the characteristics of different forms of abuse.

Type of abuse	Key characteristics
	<ul style="list-style-type: none"> • •
	<ul style="list-style-type: none"> • •
	<ul style="list-style-type: none"> • •
	<ul style="list-style-type: none"> • •

Taking Action

If a child or young person approaches you to disclose that they have been abused or harmed or if you have evidence that they are at risk of harm, it is vital that you are aware of what to do.

If your organisation has a duty under the Children Act to safeguard children and young people, there will be a safeguarding or child protection policy which should provide full guidance regarding what actions to take. It should also identify the processes which the organisation will take to support the child or young person.

Disclosure

It can take a long time for a child or young person to feel they can trust you enough to tell you that they are being abused. Although there is a requirement to maintain confidentiality, there are situations where you cannot promise to keep secrets and this is one of them.

The most important thing to do is to ensure you are in an environment that will allow the child or young person to feel comfortable and where you will not be disturbed. This may mean moving to a different room or an empty office. You must make the child aware that you may not be able to keep this information to yourself; depending on what they disclose, you may have to report it to other people, such as the designated safeguarding officer, but that doesn't mean they can't trust you.

Here are some tips for dealing with disclosure:

- Remain calm and avoid showing your feelings, regardless of how you truly feel about what they are saying.
- Reassure the child that they are safe with you.
- Tell them that they have done nothing wrong.
- Reassure them that you believe them.
- Listen.
- Don't guess or assume that you know what they are going to say.
- Don't bombard them with questions. Don't ask any leading questions: these are questions where you provide a possible answer, for example did this or that happen?
- Let them talk naturally.
- Limit any questioning to the following:
 1. What happened?
 2. When did it happen?
 3. Where did it happen?
 4. Who did it?
 5. How do you know them? (only of the relationship with the abuser is unclear)
- Give your full attention.

- Make a record of the key points of the disclosure and include exact quotes. These will help when following the reporting procedure as police or social care services may need this information.
- Report the information immediately to the relevant safeguarding officer.

Children at Risk of Abuse

If a child does not disclose to you, but you have evidence that they may be at risk of abuse, it is your duty to report this to the relevant person.

- If you are working with the child or young person, it is likely that your organisation has a designated safeguarding person and that is the person that you must report your concerns to
- If you are not working with the child, for example, if it is a child in your local area, you should report your concerns to your local social services department or the police on 101 if the child is not in immediate danger. If they are in immediate danger, you must call the police on 999.

Do not tell...

It is very important that you do not speak to other colleagues or even your family and friends about what you have been told. If the child or young person has made a disclosure to you at work, the safeguarding officer is the only person you should report the disclosure to and they will speak to the relevant authorities. They may well have built up a bigger picture of what the problems are because other people may have reported concerns.

Do not speak to the child's parents or carers about the disclosure or ask them questions about what you have been told as this could damage any investigations.

Never put anything on social media. You could be in breach of the law.

Protecting People's Rights

In situations where harm or abuse is suspected or alleged, it is important to remember that all individuals have their own rights:

- all parties have the right to have the allegations investigated thoroughly and correctly. This may include involving both the police and social services. Full records must be kept of all investigations.
- children and young people have the right to be listened to and to have their own opinions taken into account when decisions are being made.
- children, young people and their carers have the right not to be judged and to be treated with respect and care. Remember, not all allegations are found to be true; everyone must have a fair hearing.
- the child or carer in the midst of the investigation has the right to protection. The child may be taken into temporary social care or the carers may be placed in protective custody or safe housing.

Supporting Resilience

When a child or young person goes through a difficult period in their life or when they are feeling down, it is important to support them until they can feel better about themselves. Be understanding, sensitive and try to help them stay confident through this difficult time. It is important to make time to talk to the child or young person and to create an atmosphere where they can feel secure. It is also important to reassure them that things will get better and that you are there whenever they may need to talk.

Task 5 (AC 2.2, 2.3, 2.4)

Case Study One

Read the following case study and answer the questions.

You work in a youth club. There is a safeguarding policy in place and a designated safeguarding officer in place but she is not working today. One of the girls seems a lot quieter than usual. You go into the kitchen area and find her crying. You ask her what is wrong and she tells you that her step father has been trying to persuade her to have sex with him regularly when her mum is out of the house. Today she had refused again and he had hit her so hard that she had fallen and hurt her head.

Q1. What would you do?

- a) Ask her to wait until tomorrow as the safeguarding officer will be working tomorrow. It is unlikely that anything else will happen when she goes home tonight as her mum will be there
- b) Ask her if he had hit her with a blunt instrument or his hand, then ask her lots of other questions and you write down her answers ready to let the safeguarding officer know
- c) Tell her not to worry, she can tell you anything and you will keep the information confidential
- d) Tell her that you cannot promise to keep this information confidential and ask her if she would like you to contact the safeguarding officer before she says anything else

Q2. Who would you tell about the disclosure?

- a) The girl's parents
- b) The other youth worker who is on shift
- c) The safeguarding officer
- d) The safeguarding officer and your boyfriend

Case Study Two

You have just got home from work when you hear the sound of shouting and banging from next door. You have heard a lot of arguments recently between the youngest boy, who is 15 and the father. You have thought it was just a case of dealing with normal teenage behaviour so have not said anything to anyone other than your girlfriend. Suddenly you hear the boy scream and there is a huge bang and then silence.

Q3. What would you do?

- a) Ring 101
- b) Ring social services
- c) Ring 999
- d) Nothing – it is not your problem

Case Study Three

Your daughter has been acting strangely recently. She has been very withdrawn and quiet and has not wanted to go to school. You are about to use the family computer. You notice that it is logged onto your daughter's social media account. She has had a message from someone in her class telling her she will never have any friends as she is ugly and smelly.

Q4. Select which of these actions you would take.

Possible Actions	✓ or X
Reply to the sender telling them that you will report them to the police	
Talk to your daughter about what you have read in a calm way saying you will help her to deal with it	
Go to school with your daughter to talk to the safeguarding officer	
Ring the police on 999	
Ring social services	
Don't say anything – she has to sort out her own problems	
Delete the social media account immediately – you had told her it would cause problems	
Be prepared to spend time with your daughter even when the problem is dealt to help raise her self esteem	

Case Study Four

You work in a secondary school. It is October. You have noticed that one of the children who has just moved to the school from primary school looks dirty and his uniform is much too big for him and looks like it is never washed or ironed. He often leaves his bag at home and does not do homework. He sometimes is late for school or does not attend. Today you notice that he stayed in the dining room after lunch and he was looking through the rubbish bins. You ask him what he is doing and he tells you that he has not eaten all weekend as there is no food in the house. He says that his mum had gone out the night before and had not come home before he left for school.

Describe four things that you might do.

END OF ASSESSMENT

Bibliography

Make a note here of any policies, books or websites you have used to complete these tasks.

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