



Introduction to Safeguarding Children



With Recruit Mint Education

Introduction to Safeguarding



Module 1: Understanding Safeguarding

Module 2: History of Child Protection in the UK

Module 3: Laws and Guidance

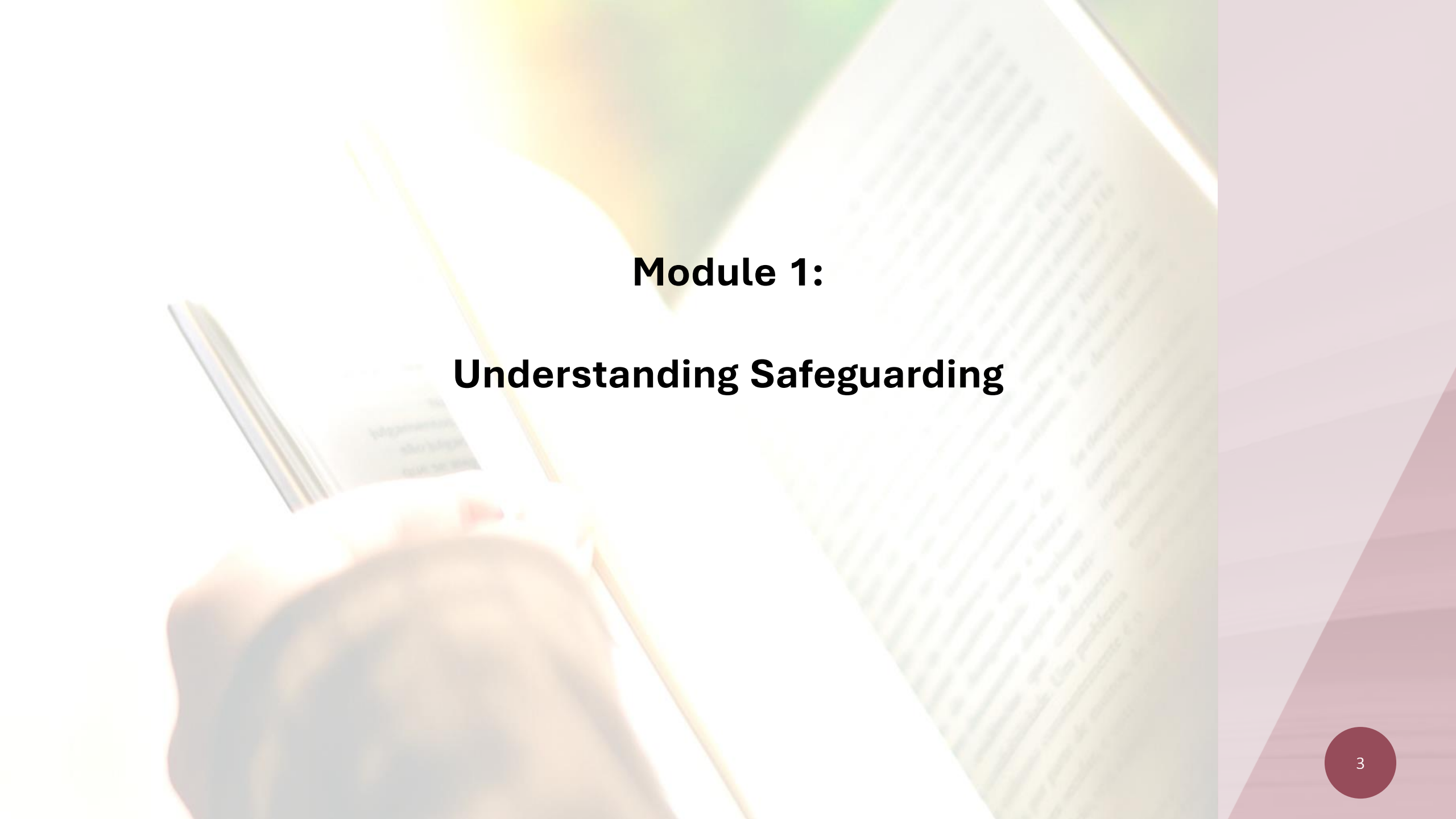
Module 4: Child Abuse

Module 5: Sexual Abuse

Module 6: Risks and Processes

Module 7: Disclosures and Reporting



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Module 1:

Understanding Safeguarding

In this module, you will learn about:

- What Safeguarding means
- What Child Protection is
- Myths and Truths About Safeguarding Children
- Roles and Responsibilities



What is Safeguarding?

Safeguarding is an encompassing term describing all aspects of what it takes to ensure that the welfare of children and vulnerable adults are protected from harmful acts such as:

- Neglect
- Physical, emotional, and sexual abuse
- Fraud and financial abuse

Most people would consider this issue to be something more common amongst vulnerable and elderly adults, but it can influence children too. Think about children who work, for example: as models or in the entertainment industry or children who have inherited money that their parents or guardians do not have.



What is Safeguarding?

The term 'safeguarding' describes the steps and considerations that authorities and many public services must take to either promote the welfare of children and vulnerable adults or protect them.

It essentially educates and guides people from all walks of life into paying attention to the signs of neglect and abuse. What to look out for and how to report their concerns - even if they could be wrong!

There are many laws, guidelines, policies and frameworks in place. They help everybody involved in safeguarding children understand what they are expected to do, and how they should go about meeting these expectations. You'll learn more about these in module two.

Who is a Child?

Most people understand who a child is. But in legal terms, and for safeguarding considerations there are specific definitions, usually quantified by age, which is what we are describing here.

You are a 'child' until you reach your 18th birthday.

It means that when we refer to 'children' or a 'child' in this course, we mean children and young people.



What is Child Protection?

As cold as it may seem, child protection is a process.

It's a process in place to ensure that children who are suffering from harm, neglect or abuse are protected.

As you will discover, there is a lot of grey areas and uncertain terrain when it comes to assessing a child who needs protection and then protecting them. Sometimes it's difficult to see the signs, and many abusers can seem to be incredibly kind and sincere!

For people who have never experienced the kinds of troubles that children in this situation do it can be difficult to determine whether they are hurting a child further by reporting their concerns. Matters are further complicated if they have never met people who might harm a child.





What is Child Protection?

The issues highlighted on the earlier slide is why we need processes like child protection in place.

It's to:

- Support both the child and provide a process for reporting concerns.
- Ensure that authorities take the correct action which meets with the child's needs.
- Ensure that no stone is left unturned.

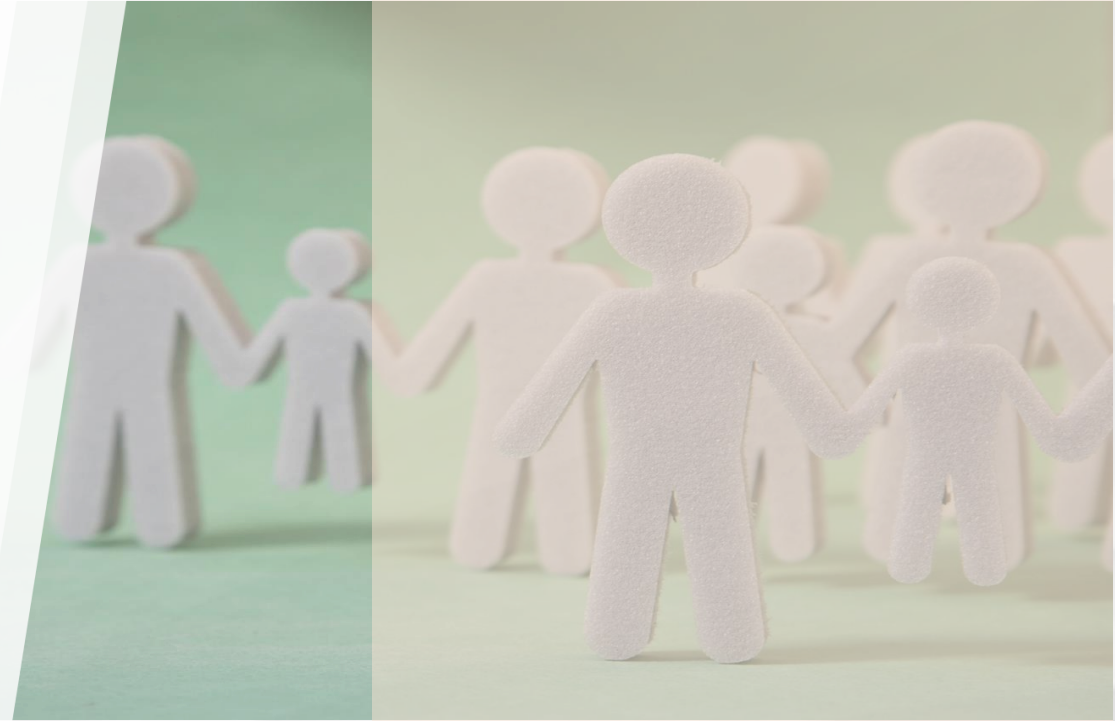
The consequences of overlooking abuse are tragic - as you will come to see, we can't afford to take a risk on a child's life, and that's why child protection is necessary.

Who Commits Maltreatment?

You might be surprised at the array of people who might commit maltreatment – the list can be long.

But to make it short, it can be anybody, from all walks of life:

- 👤 A parent
- 👤 A step-parent
- 👤 A parent of one of the children's friends
- 👤 A relative
- 👤 A neighbour
- 👤 A colleague
- 👤 The friendly guy down the road.
- 👤 A teacher
- 👤 A care worker
- 👤 A friend
- 👤 A shopkeeper
- 👤 A Doctor
- 👤 A lawyer
- 👤 A seemingly kind or charismatic person





Why is Safeguarding Training Important?

Safeguarding training in itself raises awareness, understanding and increases knowledge about safeguarding. It is a form of child protection and in many cases, it's the first line of defence against child abuse.

Safeguarding training ensures that:

- » Services surrounding children promote more effective and integrated service which ensures that they can approach safeguarding issues appropriately, without overlooking a child in need.
- » It will provide confidence and clarity for your role concerning your safeguarding duties.
- » It will provide an overall better understanding of the role everyone plays in safeguarding children.



Myths and Truths About Safeguarding Children

There are many myths and truths about safeguarding children. Some of which we will cover here, others you'll discover further on in this course, and yet more will show up during your career.

You must remember always to keep an open mind when you are around children and are performing your safeguarding duties.

Here are ten of the common myths about safeguarding children.

Myth (1)

Women do not harm, neglect or sexually abuse children.

The Reality

Women are more likely to neglect, harm or emotionally abuse their children than sexually abuse them. However, they are frequently an accomplice for sexual abuse, and in around 5-10% of women, the sexual abuser is female.

Myth (2)

It is usually strangers who abuse children.

The Reality

The majority of abused or neglected children are abused or neglected by people they know and trust.

Myth (3)

There is usually only one abuser

The Reality

There are many cases where children are abused at the hands of multiple people. It doesn't have to be just one person.

Myth (4)

If a suspected abuser shows kindness, and adaptability and is well-spoken, they can't be the abuser.

The Reality

Many abusers, though not all, know exactly what to say to get themselves out of trouble. Even a trained eye can have a hard time determining whether an abuser is telling the truth or lying. Some can be the most charismatic people of them all.

Myth (5)

Parents and families don't abuse their children.

The Reality

Parents do harm their children frequently. There are even whole families who abuse each other.





Myth (6)

Abuse doesn't happen in care homes or hospitals these days.

The Reality

Abuse can happen anywhere, as you'll come to find out, paedophiles especially often play the long game and will work in an establishment for an extended period before they make their move.

Myth (7)

It doesn't happen very often.

The Reality

Child abuse, neglect and child sex abuse are everywhere, and more prolific than you probably realise. Many cases go unreported, but there are probably quite a few people in your circle of family and friends who have experienced abuse of some kind.

Myth (8)

It doesn't happen here in this culture/community/family/town/country.

The Reality

Abuse happens in all classes, ethnic groups, cultures and communities.

Myth (9)

Children often lie about abuse.

The Reality

Children very rarely lie about abuse. Instead, they fear further harm if they tell, or they think that nobody will believe or understand them.

Myth (10)

If a parent has an abused child, they will lose custody of the child.

The Reality

Child protection services understand that the best place for a child is with their family.

If it's possible to keep the child safe at home with their parents, they'll support the parents in doing just that. Children are only removed from a family in worst-case situations - usually when it's the parents who are harming the child.



5 Facts About Safeguarding Children

Fact (1)

Most child abusers are never convicted for their crimes because children have a hard time standing up against their abusers in court and also frequently mix up their timelines and facts.

Fact (2)

Some parents will never know that their child is being abused, and it could be their friend or relative who is doing the abuse.

Fact (3)

Neglect is one of the hardest forms of abuse for a child because the child's development becomes severely impaired.

Fact (4)

Perpetrators can spend years grooming their victims.

Fact (5)

If you find a child you are concerned about, you will find it hard to file your report. Usually, that's because you are questioning your judgement.

Roles and Responsibilities

Everybody who works with children and who comes into contact with them has safeguarding duties they must practice.

There are also agencies who must also adhere to safeguarding requirements these include:

- Educational services
- Local authorities
- Housing authorities
- All health authorities
- Social services
- Psychologists

All of these services and anybody who works with children must know how to report concerns about.

But the reality is that safeguarding responsibilities belong to everybody. If you are not working with children our are concerned. You should report your concerns to child protective services who will have a duty to report it and follow up.

Safeguarding Responsibilities

Everybody has a responsibility to report their concerns about the wellbeing and safety of a child. People who come into contact with children have a responsibility to:

- Be vigilant and look out for signs of abuse or neglect
- Report any concerns according to their organisations safeguarding policies

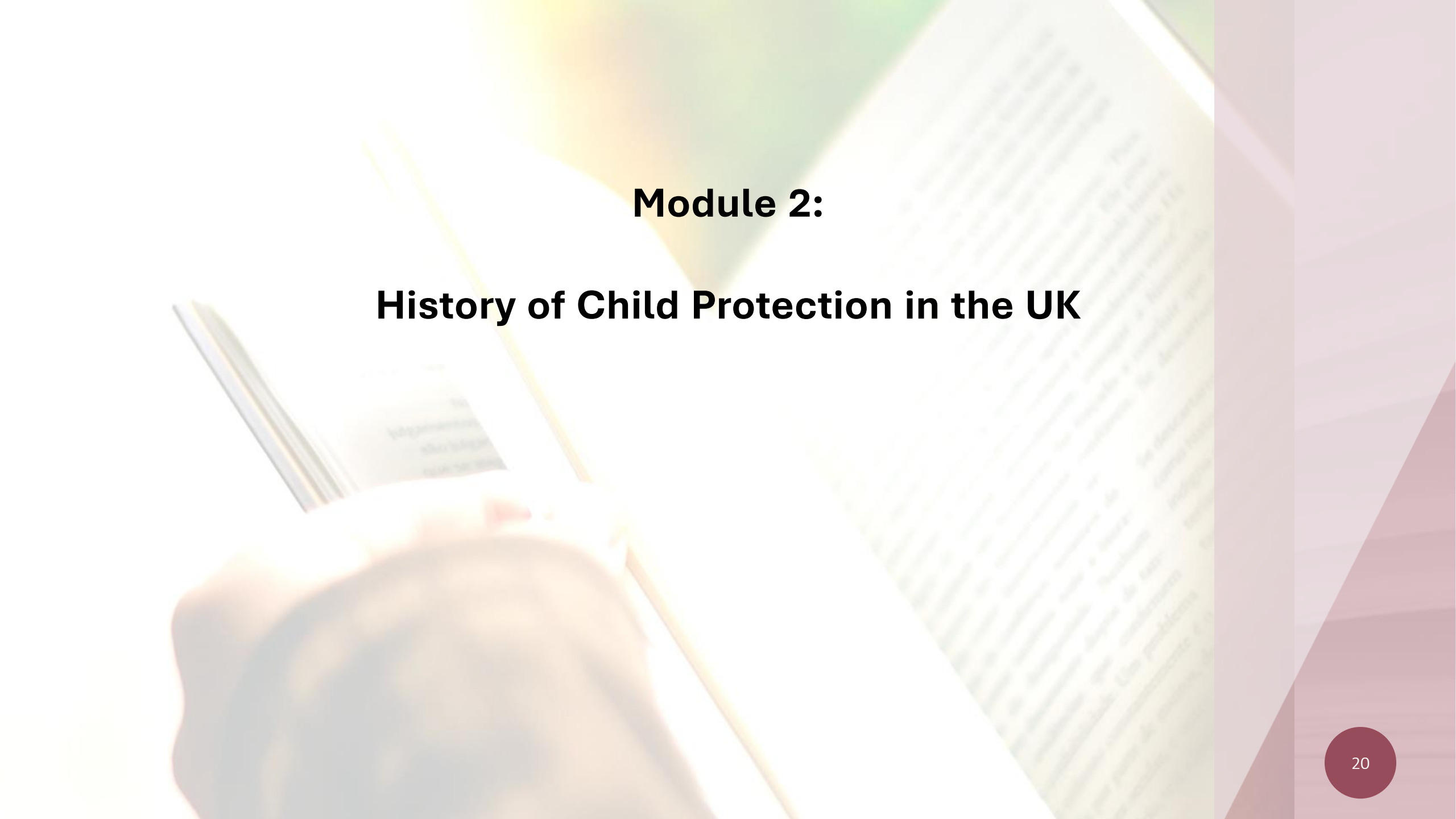
General also have a duty of care to **report their concerns to the NSPCC or the police if you believe the child to be in danger.**



Summary

What have we learned?

- ✓ Safeguarding children is a practice for protecting children from harm, neglect or abuse.
- ✓ Child protection is a process in place to ensure that children at risk of harm, abuse and neglect are sufficiently protected.
- ✓ Anybody from all walks of life can commit maltreatment - it is not exclusive.
- ✓ There are many Myths and Truths About Safeguarding Children
- ✓ Everybody has a responsibility to report their concerns about the wellbeing and safety of a child.

The background of the slide features a soft-focus photograph of a person's hand holding a pen, poised to write on a document. The document has some faint, illegible text. The overall lighting is bright and warm, with a slight yellowish tint. On the right side of the slide, there is a vertical decorative bar with a gradient of purple and pink hues, featuring some geometric shapes.

Module 2:

History of Child Protection in the UK

In this module, you will learn about:

- History of Child Protection in the UK
- The Victoria Climbié Enquiry
- Peter Connolly and Working Together
- Child Protection System in England

History of Child Protection in the UK

You might find it surprising to realise that child protection as we know it today, was not something that children of our fairly recent past had access to.

The Mid to Late Nineteenth Century

Back in the mid to late nineteenth century, there was no child protection in place. The only form of child protection (which was rare), came from the church or from one or two well-meaning people.

To make matters worse, back then:

- Society never considered that children were abused.
- Child labour was common.
- Schooling was inadequate
- Child labour and neglect were accepted.
- It was not socially acceptable to interfere with other families
- Child mortality was high.

The Beginning of Child Protection Legislation

Surprisingly, the first changes concerning child protection were not concerning any form of abuse. Instead, philanthropists focused on limiting working hours for children, who worked in mines, factories and chimneys.

**It seems inadequate now, and it is. But this was the turning point.
From here:**

1. Society's perception began to change, as they began to understand that it was not good for children to be working for long hours in extreme conditions.
2. First laws were implemented to protect children from harsh working conditions.



The Late Nineteenth Century To The Mid Twentieth Century

This period saw two significant changes:

- The formation of child protection societies
- Societies perspective on child protection begins to change

The Case of Mary Ellen

A significant case in the history of child protection is that of a ten-year-old girl, Mary Ellen from the USA

Mary Ellen (born in 1864) found herself in the hands of the Department of Charities after the death of her Father. Her mother had no other option but to send her to be adopted because she now had to work and couldn't afford to pay for a carer.

Tragically, Mary Ellen experienced continuous neglect and physical abuse at the hands of her carers.



The Late Nineteenth Century To The Mid Twentieth Century

Fortunately, Mary Ellen's neighbours became aware of Mary Ellen's abuse and spoke out on her behalf. They made contact with a mission worker named Etta Wheeler and eventually made contact with a gentleman named **Henry Bergh**.

It would be Henry who would begin to push for change.

Henry, who had previously founded The Society for the Prevention of Cruelty to Animals, was now fighting to help Mary Ellen and he succeeded. Some legislation was put in place to help Mary Ellen, and Henry founded the first child protection society in 1875.

This name of this society was: **The New York Society for the Prevention of Cruelty to Children**.



Pause for thought ...

Henry was not only a huge influence back then, but anybody involved in safeguarding children should remember Henry's sense of humanity, compassion and direct action.

They are still relevant examples of how we should approach safeguarding children today.

We should not leave any stone or hunch unturned - unsafe children depend on us not to!



The Impact of Mary Ellen's Case and the *NSPCC (National Society for the Prevention of Cruelty to Children)*

Mary Ellen's case was a catalyst for further change closer to home too.

Thomas Agnew followed in Henry's footsteps in 1883 after visiting the USA. On his return, he set up the first child protection society in the UK. It was a local society for the prevention of cruelty to children - based in Liverpool.

In **1889** the Liverpool society aligned with a similar London society which became The **NSPCC**.

The NSPCC was active in the future changes to legislation and societal attitudes towards children in need. Their efforts came to fruition in the Children's Charter.



From The Mid to Late Nineteenth Century to Today.

The year 1889 saw the first Act of Parliament in the UK to protect children. The conditions of this legislation meant that interventions could be made, by law, between parents and their children and that anybody who mistreats a child could be arrested.

From this point onwards, there has been a steady progression of laws and legislation- all designed to protect the safety and wellbeing of children.

As you might imagine, child abuse and child protection is a complex matter, which is why there is so much legislation in place today.

From The Mid to Late Nineteenth Century to Today.

You will come to see that most of the changes made in child protection today follow in the footsteps of the case of Mary Ellen. They react to a tragic case of child neglect or abuse.

The cases that change legislation and policy serve as examples of what can happen if we do not take action. They also help authorities to amend the legislation to prevent any similar cases in the future. Even to this day, there are still and will continue to be cases that change the way we view and manage child protection.

You will learn more about some of these cases as we progress through this course.





The Victoria Climbié Enquiry

Victoria Climbié was an 8-year-old girl who suffered greatly at the hands of her carers. During the 10 months she lived in the UK, she was:

Tied up in a black plastic bag full of her excrement for over 24 hours
Forced to eat cold food like a dog
Burnt with cigarettes
Hot with bike chains, hammers and wires
Scalded

Victoria's post mortem revealed 128 separate injuries. These were bad enough, but Victoria was known to the authorities. There were opportunities for someone to save her but nobody did.

Victoria and her carer had been known to:

- 3+ housing authorities
- 4 social care departments
- GP surgeries
- Two hospitals

What Went Wrong?

There were at least 12 opportunities for authorities to save Victoria, but they were missed. Some of the issues found in the authorities involved in Victoria's case and described in the **Laming Report (2003)** were:

- Organisational failures
- unclear responsibility at multiple levels
- Consistent absence of good practice
- Under-resourced
- Unallocated child in need cases
- Understaffed, under-managed and dysfunctional social care departments
- Lack of communication between

The government green paper **Every Child Matters (2003)** and the **Children Act 2004** followed the **Laming Report** to ensure that actions are taken to ensure all issues highlighted in the Laming Report were corrected and that a case like Victoria's never slips through the net again.

We look at **Every Child Matters** in more detail further on in this module.

Peter Connelly (Baby P) and Working Together

If Victoria's case was not enough, another case followed fairly soon after in 2007. Another child Peter Connelly died when he was only 17 months old.

Injuries he sustained were:

- Broken back
- Broken ribs
- Over 50 injuries at the time of his death

Peter's mother, his mother's boyfriend and the boyfriend's brother were later convicted for their roles in harming Peter. There were some similarities to Victoria Climbié's case:

1. Peter was known to many agencies and authorities. He was subject to a child protection plan for physical abuse and neglect, and he was seen by a community paediatrician for a developmental assessment the day before, where physical abuse with extensive injuries were most likely undetected.
2. Peter lived in the London Borough of Haringey - the same area as Victoria, which means that the same authorities had once again let a child slip through the system

Peter Connelly and Working Together

Following Peter's death. Lord Laming wrote a new report:

The Protection of Children in England: A Progress Report (2009).

in this report, Lord Laming re-emphasised his previous recommendation which included:

- Multi-agency working
- The importance of leadership
- Accountability and responsibility
- Collaboration up to government level
- The establishment of the National Safeguarding Delivery Unit (2009)

Since Peter's death, new statutory guidance has been published: **Working Together to Safeguard Children (2010, updated in 2013).**

We take a look at the key features of '**Working Together to Safeguard Children**' further on in this module.

The Child Protection System in England

There is an organised system for child protection in the UK. However, each UK nation is responsible for most aspects of safeguarding and child protection.

You can find up to date and specific details about each UK nations guidelines and policies concerning child protection by visiting the NSPCC website.

In general, for all nations, the principles are similar; laws are passed to prevent harm to children and guidelines are created to show agencies and organisations what we need to do to maintain the safety of children.

Laws are passed to ward off harm from children by providing the actions that are required. The guidance sets out what organisations and agencies should do to play their part to keep children safe.

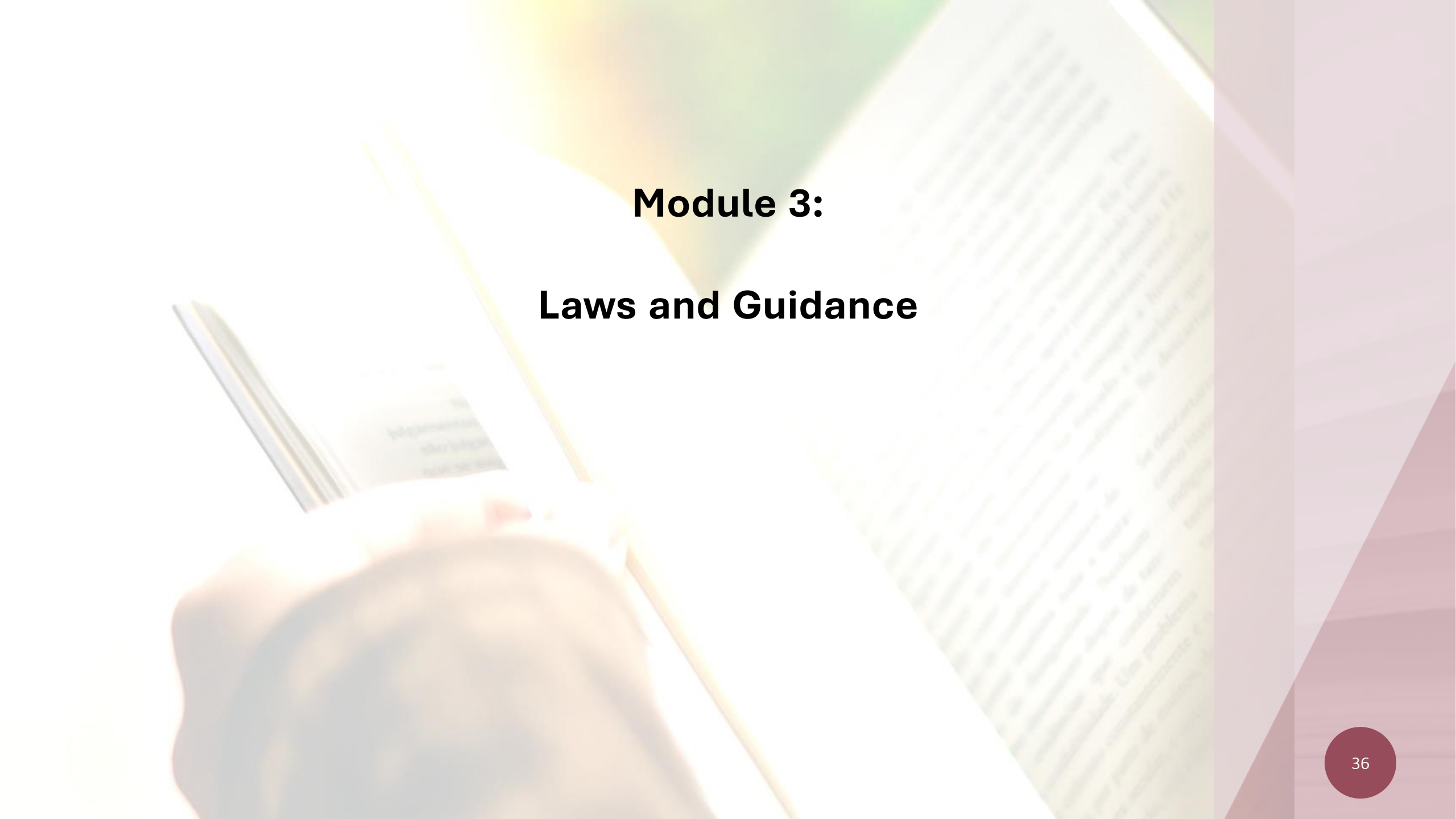
Much of the legislation featured in this module will follow similar principles across all nations.



Summary

What have we learned?

- ✓ In 1875 Henry Bergh founded the first child protection society called **The New York Society for the Prevention of Cruelty to Children**.
- ✓ In **1889** the Liverpool society aligned with a similar London society which became The **NSPCC**. The NSPCC was active in the future changes to legislation and societal attitudes towards children in need.
- ✓ Victoria Climbié and Peter Connolly were both children who suffered greatly at the hands of their carers; both children died because of their abuse.
- ✓ There is now an organised system for child protection in the UK

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Module 3:

Laws and Guidance

In this module, you will learn about:

- The Children Act
- Relevant Legislation
- Policy and guidance in place to protect children

The Children Act 1989

The primary function of The Children Act is to allocate duties and obligations to agencies, authorities, courts and parents concerning the safeguarding and welfare of children. The central theme running through The Children Act is that children are better off with their families.

Though if a family is unable to cooperate with the legislation and compromise the well-being of children, there are provisions included in The Children Act to support that issue. The critical points for both versions of The Children act are:

- The welfare of the child is paramount;
- Delay is likely to prejudice the welfare of the child;
- The court shall not make an order unless to do so would be better for the child than making no order (the 'no order' principle)

The Children Act 2004

After the death of Victoria Climbié, the Children Act 1989 was revised. The new revisions feature in The Children Act 2004.

These revisions do not replace any aspect of the Children Act 1989. Instead, there are additional requirements.

Such as:

- It created the post of Children's Commissioner for England.
- It has placed a duty on local authorities to appoint a director of children's services who is accountable for the delivery of services.
- Also, it has placed a duty on local authorities and their partners to co-operate in promoting the well-being of children and making arrangements to safeguard and promote the welfare of children at all times.







Children and Social Work Act 2017

This act follows a programme of suggested reforms laid out in a policy paper called: **Putting children first: our vision for children's social care.**

This policy focuses on the promotion of the safeguarding of children already in the care system. It also covers new legislation relating to the provision of relationship and sex education.

The key points for this act are:

-  The Child Safeguarding Practice Review Panel was established to review and report on serious child protection cases that are complex or of national importance.
-  Child death review partners are required to review each death of a child normally resident in their area and identify matters that are relevant to children locally.
-  Local authorities must appoint personal advisers for care leavers up to the age of 25.
-  Relationships education will be provided to primary school.

Policy and Guidance

Policy and guidance lay out how organisations and individuals should work together and how practitioners should conduct the assessment of children.

Working Together to Safeguard Children 2017

Under this recently updated guidance, the Department for Education highlights key statutory guidance for anyone working with children in England.

The main features are:

- ⊕ Chief officers of police, local authorities and clinical commissioning groups replace local safeguarding children boards to work together with relevant agencies to protect the welfare of children in their area.
- ⊕ Child death review partners are required to make provisions to review child deaths.
- ⊕ Responsibility for overseeing lessons learned from serious child safeguarding incidents lies with the Child Safeguarding Practice
- ⊕ Review Panel at a national level, and with the safeguarding partners at a local level.
- ⊕ Early years providers are required to have policies and procedures to safeguard children in place.



Keeping Children Safe in Education

Keeping Children Safe in Education 2019 is a statutory government guidance that sets out the legal duties which all of the staff in education must follow to safeguard and promote the welfare of children across the United Kingdom.

Keeping Children Safe in Education is comprised of 5 parts.


It highlights what educators must do concerning these five aspects of safeguarding children:

- ☐ Provide all staff with safeguarding information
- ☐ Ensure sufficient management of safeguarding
- ☐ Safer recruitment
- ☐ What to do when allegations of abuse occur against staff members
- ☐ How to manage child-on-child sexual violence and sexual harassment

Keeping Children Safe in Education

What to Do if You're Worried about a Child Being Abused: Advice for Practitioners

If you are concerned about a child, you should take the following three steps:

- 
- 🕒 Act immediately
 - 🕒 Speak to your manager or Designated Safeguarding Lead (DSL) (or deputy) as soon as possible.
 - 🕒 Follow your child protection policy

A DSL (Designated Safeguarding Lead) is the person appointed to take lead responsibility and accountability for child protection issues in school. The person holding this position must be a senior member of the school's leadership team, and the DSL role must be set out in the post holder's job description.

The DSL, deputy (if the DSL is unavailable), or manager should:

- Manage any support for the child internally using the school's pastoral support processes
- Do an early help assessment
- Make a referral for statutory services

Keeping Children Safe in Education

Things to Do If the DSL, Deputy or Manager Is Not Available.

If staff are in a situation where they can't reach the people they need to report to; they should:

1. Continue to take immediate action.
2. Speak to a member of the senior leadership team.
3. Contact the local children's social care directly, if appropriate, and follow the advice.
4. Report your actions to the DSL, deputy or manager about any actions taken as soon as possible.



Keeping Children Safe in Education

If a child is in immediate danger or at risk of harm, there are some additional steps you should take. In this situation: staff should:

1. Make a referral to children's social care (and the police, if appropriate) immediately
2. Keep a log of all concerns, discussions and decisions made, and the reasons for those decisions
3. Discuss all actions made with the DSL or deputy so soon as possible.

Important Notes

1. It's vital that all staff understand and can recognise poor practice.
2. Staff should also raise awareness immediately to the manager or DSL if there are concerns about a member of staff potentially abusing children

There is a whistleblowing hotline, which you should use in the case that you cannot get a satisfactory response for point two.

Other Legislation

There are many forms of legislation and guidelines surrounding Child Protection and Safeguarding Children. You'll find an outline of many of them below so that you know what to refer to for clarification should you need to.

The United Nations Convention on the Rights of the Child 1989

This convention is created by Unicef and forms the basis for Unicef's work'.

It includes over fifty articles that focus on many aspects of a child's life and rights such as economic, social, civil, political and cultural rights that all children are entitled to.

You'll discover articles such as:

- 😊 **The right to relax and play**
- 😊 **The right to education**
- 😊 **The right to freedom and expression**
- 😊 **The right to be safe from violence**

The United Nations Convention on the Rights of the Child 1989

Even though there are 54 individual articles in this convention, Unicef states that you should read the convention in its entirety. You shouldn't use it as a pick and mix to take notice of topics that interest you the most.

It makes sense because if you were selective about what you read, the chances are you'll be selective about how you view children's rights. Therefore, it's essential to consider all aspects, even those that you may not personally relate to.



Every Child Matters (2003)

Every Child Matters is a Green Paper outlining all of the proposals made by the Government for the reform and improvement of childcare. It came into being following Lord Laming's investigations into Victoria Climbié's death.

There are five principles to remember with Every Child Matters:

Every child has the right to:

- ☐ **Stay safe**
- ☐ **Be healthy**
- ☐ **Enjoy and achieve**
- ☐ **Make a positive contribution**
- ☐ **Achieve economic well-being**

Each one of these principles has a detailed framework attached to it, which all agencies who come into contact with children must follow.



The Mental Capacity Act (MCA) (2005)

The MCA doesn't apply to all children, but it is relevant to young people who are 16 and over and living in England and Wales who cannot make some or all of their decisions for themselves.

The Mental Capacity Act (2005) protects and empowers people who lack mental capacity.

There are five fundamental principles that all agency workers must consider relating to the MCA:

- 🕒 Every adult has the right to make their own decisions and the people around them must assume they have the capacity to make some decisions unless it is proven otherwise.
- 🕒 People must be supported as much as possible to make their own decisions before anyone concludes that they cannot do so.
- 🕒 People have the right to make what others might regard as unwise or eccentric decisions.
- 🕒 Any action for or on behalf of a person who lacks mental capacity must be in their best interests.
- 🕒 Any thing for or on behalf of people without capacity should be the least restrictive of their basic rights and freedoms.



Safeguarding Vulnerable Groups Act (2006)

Safeguarding Vulnerable Groups Act (VGA), 2006 is in force to protect children and vulnerable adults from harm, or risk of harm by preventing unsuitable people from working with them.

There are several guidelines in place to ensure that the Safeguarding Vulnerable Groups Act (2006) is successfully executed. The description of some of the main guidelines follows in the next few slides.

Children First Act of 2015 - National Guidelines for the Protection and Welfare of Children

The National guidelines ensure that children are kept safe from harm while using public services and other relevant organisations. It accomplishes its goals by placing the following guidelines on all applicable agencies.

One of the main objectives of the is to ensure that children and young people are kept safe from harm while using the services of relevant organisations.

Organisations and agencies who work with children are accountable for:

- Keeping children safe while they are using their service.
- Carrying out risk assessments to identify whether a child or young person could be harmed in any way while using the service.
- Developing a Child Safeguarding Statement outlining the organisation's policies and procedures the service has in place to manage any risks identified.
- Appointing a relevant person to be the first point of contact in respect of the organisation's Child Safeguarding Statement.

Children First Guidance Addendum 2019

The Children First Guidance Addendum 2019 focuses specifically on the internet, and the central role it now plays in all of our lives.

It expresses that children should be supported and encouraged to develop safe and responsible online behaviours. If a relevant service allows children in their care to access to the internet where they could become exposed to harm, they must ensure that they identify risks and they implement policies and procedures to manage the risk.

The Children First E-Learning Program

An agency named Tusla, in collaboration with Children First, has developed a suite of resources to support the full implementation of the Children First Act.

In addition, Tula themselves have developed a comprehensive e-learning programme.

It lays out the necessary information required to recognise and report child welfare and protection concerns.

This e-learning programme is free of charge.



Disclosure and Barring Service (DBS)

The Disclosure and Barring Services assists employers in making sure that they don't hire unsuitable people who could harm vulnerable groups - such as children or vulnerable adults.

The DBS determines whether a person should be added to or removed from a 'barred list'. If the DBS receives information highlighting that a person may pose a risk of harm to vulnerable groups, including children, they may decide to add this person to a barred list.

The barred list prevents people on the list (by law) from working with vulnerable groups of people such as children.

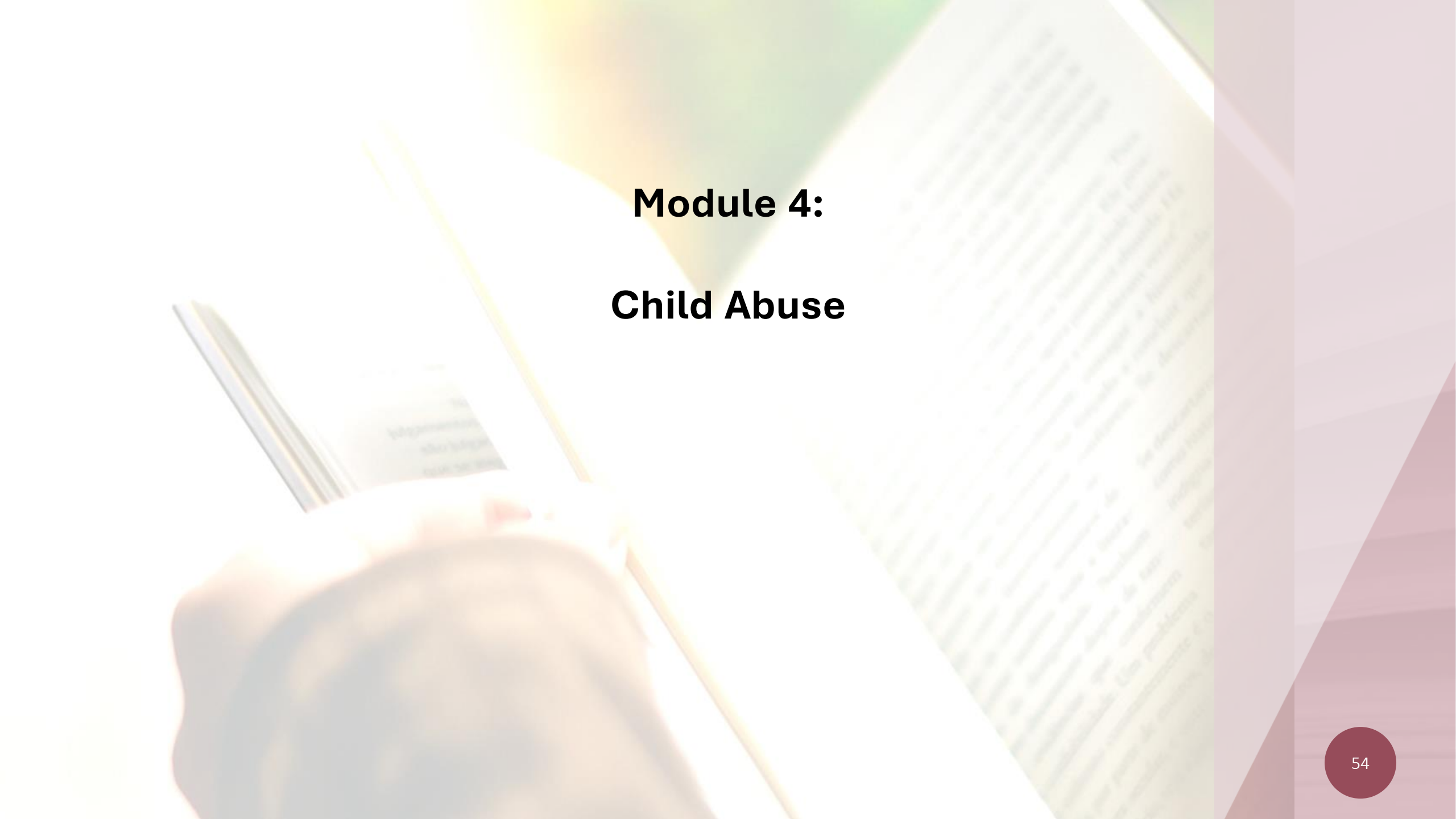
All people who work with vulnerable groups will be subject to a DBS check before their employment.



Summary

What have we learned?

- ✓ The Children Act details duties and obligations to agencies, authorities, courts and parents concerning the safeguarding and welfare of children.
- ✓ In 2004, the Children Act was revised because the death of Victoria Climbe.
- ✓ Policy and guidance lay out how organisations and individuals should work together and how practitioners should conduct the assessment of children.
- ✓ The five principles within Every Child Matters state that **every child has the right to:**
 - Stay safe
 - Be healthy
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being



Module 4:

Child Abuse

In this module, you will learn about:

- Child Abuse
- Neglect
- Domestic Abuse
- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Bullying
- Cyberbullying
- Child Trafficking
- Grooming

Child Abuse:

Child abuse is the cruel or violent treatment of a child, which causes 'harm' to a child.

Harm:

Harm is the damage caused by a cruel or violent act. When we discuss harm in the context of child abuse, we mean physical, emotional, mental, spiritual and developmental harm- which, as you'll come to see are the tragic effects of any form of child abuse or neglect.

Harm and Significant Harm:

ANY form of child neglect or abuse can cause significant harm to a child, even when the child does not display any symptoms.

It's all too easy to pass over small acts of neglect as nothing significant in the scheme of things. It's even reasonably easy to pass off a small cut as insignificant by comparison to a more substantial injury like a broken bone.

The severity of the injury is not the measure we should use to judge child abuse. We should, of course, be vigilant about spotting these types of symptoms but in many cases, we may, and probably will need to look deeper into the more subtle signs which will be much more prevalent than an injury as you'll discover as we progress through this course.



Who is at Risk and Why?

Children are vulnerable because they depend on adults to survive and thrive in the world, and they cannot easily walk away from an abusive situation. It means that they are more susceptible to abuse and neglect than most adults (except for vulnerable adults). The problem is, child abuse does not discriminate; it occurs in all social classes, cultures, and ethnicities

Some common factors increase the vulnerability of a child. The Child Protection Practice Manual cites the following factors that can make a child more vulnerable and therefore, susceptible to child abuse:

- ❑ **Serious illness**
- ❑ **Premature birth/low birth weight**
- ❑ **Disability (physical/cognitive/emotional)**
- ❑ **Age (less than two years, and adolescent)**
- ❑ **Behavioural problems (aggression/attention deficits)**
- ❑ **Difficult temperament**



Common factors that increase the vulnerability of a child continued...

❑ Family

- Parental emotional or mental health problems
- Parental drug or alcohol abuse
- Social isolation
- Domestic violence/parental conflict
- Single parenthood
- Many children
- Poor interactions between parent and child

❑ Environmental Factors

- Homelessness
- Parental unemployment
- Poor/unsuitable housing
- High crime rates in the local area
- Low socioeconomic status
- Insufficient social support

This is not a full list, and it's important to remember that there can be no apparent or logical reason why somebody would abuse a child. It's essential to be vigilant around all children.



Types of Abuse

There are four main types of abuse that a child is at risk of:

- 1) Neglect**
- 2) Emotional abuse**
- 3) Physical abuse**
- 4) Sexual abuse**



All other forms of abuse described in this module are factors that can cause any one of these four types of abuse.

For example:

- **Domestic violence** may subject a child to emotional abuse at the very least. But it could also cause all of the remaining three types of abuse, or any combination of, depending on the circumstances.
- **Cyberbullying** relates mostly to emotional abuse.
- **Bullying** can involve emotional and physical abuse and in some cases, sexual abuse.
- **Grooming** usually involves emotional, physical, and sexual abuse.
- Trafficking usually involves all four forms of abuse.

Similarly, each form of abuse can cause one or more of the other four types of abuse. For example:

- **Sexual abuse** will cause emotional and physical abuse.
- **Neglect** will cause emotional and physical abuse (because the body won't have what it needs to develop properly).
- **Physical abuse** will cause emotional abuse.

As you can see, abuse in any form is a never-ending and terrible cycle that does nothing but harm the child.



Neglect

Neglect is one of the hardest forms of abuse for a child to recover from, mostly because the vital emotional and physical attention a child needs as they grow is absent, which causes countless problems on a child's psyche including their emotional, mental and physical development.

Neglect is the most common form of abuse, and it's also the **hardest to recognise**. Especially because there is no exact line in place to help anyone determine when the level of care a child receives from a parent or guardian is neglectful.

It's estimated that one in seven secondary school children in the UK has experienced neglect.

Responsibility for identifying and reporting neglect falls on the agencies and services that a child comes into contact with.

Professionals will need to use their judgement to determine whether they should report the issue. However, the side of caution the professional should err on should be to protect the child, not their reputation. In other words, if their suspicion is aroused, they should report it.

Types of Neglect

There are different categories of neglect which make it a little easier to determine what to look out for. The categories are:

- **Emotional Neglect:** Which involves long term emotional unavailability from a parent or carer toward the children in their care.
- **Physical Neglect:** This includes unsafe, and dirty living arrangements, dirty and smelly clothes, very poor hygiene, unchanged nappies. This type of neglect will likely include accidentally urinating, or smelling of urine and the child may have no idea how to wash and care for themselves in a way that is appropriate for their age.
- **Nutritional Neglect:** Starvations, not providing regular meals, not providing adequate food to support growth, overfeeding and causing obesity.
- **Supervision:** The parent or carer does not supervise the child enough to keep them safe. It can lead to reported accidents, lost children, and enhance the child's vulnerability.
- **Medical Neglect:** The child does not receive the necessary level of medical care, such as a trip to the doctors when they are sick, or worse, not visiting administering medication or visiting the A&E if the child has an accident.
- **Educational Neglect:** The parents or carer of the child do not enrol their children into school; they keep the children off school and do not tend to their children's educational needs.

Signs of Neglect

There are many signs of neglect; some can be as subtle as persistent bags under the eyes. Typically you could expect to see:

The Child's Behaviour:

- Inconsistent
- Withdrawn
- Self-soothing
- Fearful
- Overly independent
- Hyper-vigilant
- Distracted or as though they are in a world of their own.
- Hyperactive and attention-seeking
- Insecure with low self-esteem.
- Clumsy
- No sense of danger.
- May harm themselves or others
- Anger
- May not know how to maintain healthy hygiene appropriate for their age
- Lacks a sense of spatial awareness. A child with no spatial awareness will trip over things, and climb or trample over things to get to where it wants to go. The child may stand too close to people and things, or too far away.

Signs of Neglect continued...

The Child's Appearance:

- Bedraggled
- Dirty
- Unkempt
- Consistently wears inappropriate or smelly clothes.
- Dirty or unbrushed hair
- Shoes too big or small.
- May consistently smell of dirt and urine.
- Regular bags under their eyes
- Signs of tiredness or continual sickness.
- Bad teeth

Additional Signs:

- Frequent accidental urination.
- Inadequate supplies for school
- Persistent infestations such as; head lice, scabies, eye infections, throat infections
- Untreated health problems
- Frequently not being picked up from school on time
- Doesn't meet developmental milestones
- Faltering growth
- The child has regular responsibilities that interfere with school



The Long-Term Impact of Neglect

The long term impact of neglect is worth mentioning as they can show up in adults in a variety of ways which we cover below. A higher risk of long-term health problems are:

The Child's Appearance:

- Bedraggled
- Lung disease
- Diabetes
- Malnutrition
- Arthritis
- Vision problems
- Limited abilities in activities
- Back problems
- Brain damage
- High blood pressure
- Diminished executive functioning and cognitive skills
- Poor mental and emotional health
- Attachment and social difficulties
- Post Traumatic Stress
- Diminished executive functioning and cognitive skills
- Low esteem
- Eating disorders

This list is not exhaustive. They are just a few examples of the permanent effects of neglect.

Domestic Abuse

Domestic abuse refers to violent, aggressive and unpredictable behaviour of one parent or guardian in the home to the other. The impact that domestic abuse has on a child is profound

A child who lives in a home where there is domestic abuse will never feel safe.

They never know what they are going to walk into when they return home from school or other activities.

They don't know what might happen to their abused parent at any time, day or night.

The abused parent may neglect the children because the abused parent is dealing with the abuser.



Physical Abuse

Physical abuse is any form of physical harm projected onto a child.

It can involve:

- Hitting and punching
- Shaking
- Stamping on
- Kicking
- Biting
- Throwing the child
- Throwing objects at the child
- Burning
- Scalding
- Freezing
- Poisoning
- Being forced to eat or do something.
- Confinement
- Tying or chaining somebody up
- Cutting
- Choking
- Torturing
- Twisting limbs
- Breaking bones
- Any form of physical harm to the body

Signs of Physical Abuse

In many child abuse situations, the abuser knows not to leave marks in obvious places on a child's body. If you happen to notice marks on a child's torso, on their back, underneath their hair and at the top of their arms and legs, that's a sign that something might be wrong.

However, this isn't always the case, and you should still be cautious if you notice marks anywhere on a child's body.

- Pale and drawn physically
- Fearful eyes
- Bags under eyes
- Anxiety
- Restrain marks
- Limited abilities in activities
- Floppiness in babies
- Injuries at different stages of healing
- Withdrawn behaviour
- Signs of brain damage or personality disorder
- Violence or aggression to other adults, children or animals from a child
- Running away
- Suicidal tendencies
- Self-harm marks
- Chaotic behaviour
- Fractured or sprained fingers and toes



Emotional Abuse

Emotional abuse is the psychological manipulation of a child which causes fear or harm to the child's psyche and wellbeing. It is very common and can occur on its own, or alongside almost all other forms of abuse.

Some people will intentionally harm a child emotionally, where others may do so without realising, they are causing harm, and without intending to do so.

It can be challenging to identify emotional abuse, and also hard to know when to step in, especially if you understand that the person harming the child is not doing so intentionally; or if the person responsible for the emotional abuse is also capable of manipulating you too!

The social and moral complexity involved in this situation can be confusing to an onlooker, and it's something you should be mindful of so that you can help any children that need you to speak out for them.

Fortunately, the answer to this situation is simple. Everything should be done to keep a child safe from all harm, whether it's intentional or not. It means that if you have any doubt, you should report it.



What Causes Unintentional Emotional Abuse?

Some forms of emotional abuse occur where an influential person in a child's life causes harm to the child's psyche and emotional wellbeing without realising they are doing so.

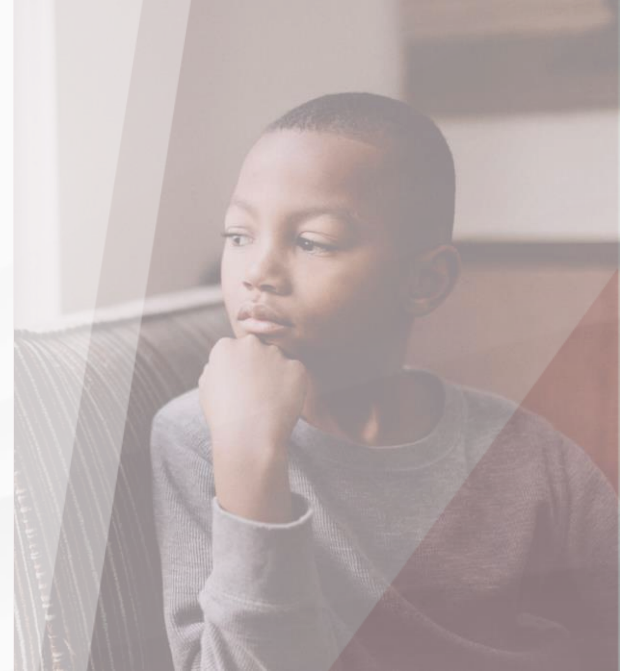
This can occur due to:

- Personality disorders or mental illness such as narcissism
- Making poor choices in life without considering the impact on a child, such as through addiction or volatile relationships.
- Low intelligence
- Experiencing the same thing while growing up and not realising the fact that it's not ok, or not realising that it's abusive.



Examples of Emotional Abuse:

- Invoking fear
- Threats
- Control
- Rejection
- Humiliation
- Isolation
- Demeaning behaviour (embarrassing them)
- Inappropriate punishment
- Verbal abuse
- Continual criticism
- Shouting
- Locking house or bedrooms
- Supporting deviant behaviour (lying)
- Chastisement
- Threatening
- Lack of affection
- Setting the child up to fail.
- Emotional unavailability
- Exploitation
- Denying love



Signs Of Emotional Abuse

A child will usually express their issues through their appearance, demeanour and behaviour.

Here are some of the signs that a child may be experiencing emotional abuse:

- Self-harm
- Aggression
- Appeasing behaviour
- Submissive behaviour
- Developmental delay
- Anxiety
- Inappropriate or accidental urination
- Self-soothing behaviours
- Distrusting behaviour
- Stealing
- Lack of social activities
- Lack of social awareness
- Lying or telling embellished stories
- Stress





Sexual Abuse

Sexual abuse is any form of sexual or deviant behaviour toward a child who is, of course, too young to be exposed to such experiences.

It includes enticing or forcing a child to take part in any kind of sexual activities. It doesn't have to include sexual intercourse or other sexual acts to the body. It can also include being forced to watch pornography or acts of sex, or being made to dress, dance or perform sexually, whether or not the child agrees to do it, appears to instigate it or seems to be enjoying it.

Think of sexual abuse as being anything sexual involving a child.

Sexual abuse will be explored further in the following module (5).

Bullying

Bullying can occur in the home, which is a form of emotional abuse. But the most significant form of bullying is peer on peer bullying, which usually happens in school or social clubs and outside of these establishments amongst other children who typically attend the same establishments or clubs and are in the bullied child's social circle.

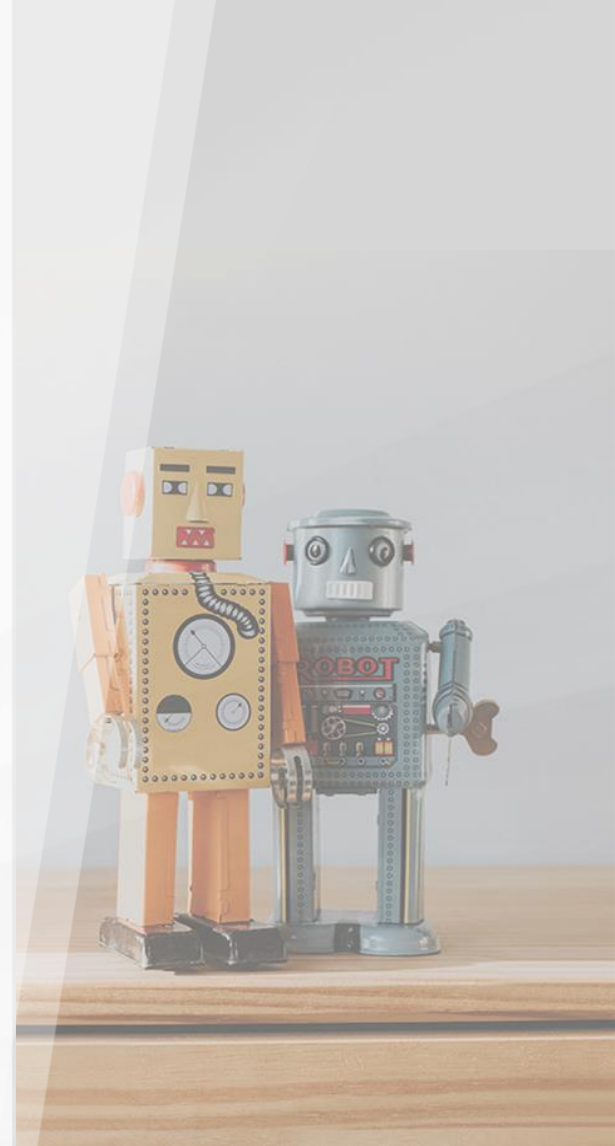
There are two main types of bullying:

1 Physical Bullying

This is where another child or children physically hurt or harm a child. For example, they might punch and kick their victim.

2 Emotional Bullying

Emotional bullying is name-calling, gaslighting, locking a victim in a cupboard, taking the victims belongings, leaving intimidating messages on lockers, intimidation, stalking and turning other people against the victim.



Cyberbullying

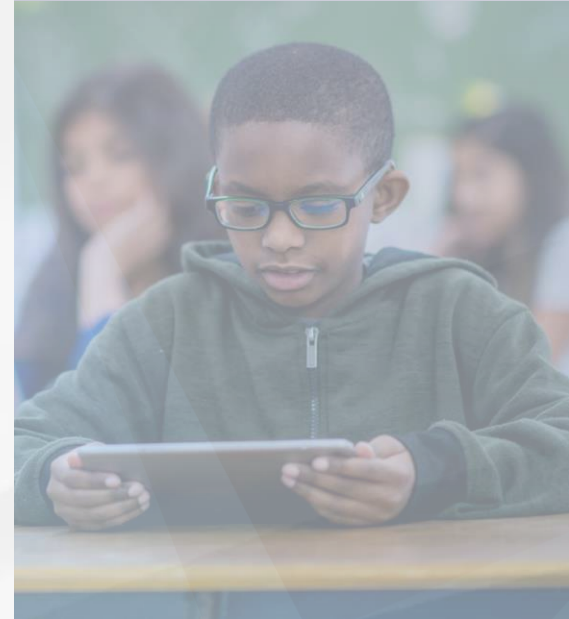
There is a lot of awareness placed on cyberbullying at the moment because many children and young people are falling prey to it.

Definition of Cyberbullying

Cyberbullying is a form of emotional abuse, which occurs online. It involves leaving hurtful, harmful, abusive or misleading comments about another person either through text messages, social media, email, forums or other messaging services.

It can also involve posting nude photos, spreading rumours and discussing the victim in social media groups such as a Facebook group.

Cyberbullying can be incredibly stressful for the victim. Not least because they can't take down the posts about them, it can damage their reputation, dignity, self-worth and sense of safety. What makes matters worse is that strangers can also see the comments made, which can be devastating for the victim.



Child Trafficking

Trafficking is a situation where a child or young person is either kidnapped, tricked, forced or persuaded to leave their home. They are then usually sold to unscrupulous people who will use the child usually to exploit them sexually or to gain money.

In most situations, the trafficker acts as a middle man, finding children to hand over to their customers for reasons such as:

- **For Sexual Exploitation**

Children and young people may be sold or rented out to sexual predators. They may also be used to create child pornography or to perform in sexual rituals.

- **For Slavery**

Some children are trafficked for domestic slavery such as cooking, childcare, gardening and cleaning. Alternatively, they may be forced to work in factories or on farms.

- **To be Organ Donors**

Some people have enough money to pay a trafficker to find a child because they need an organ donor. It sounds terrible, but it happens.



- **To Commit Crimes**

Some traffickers supply children to work peddling drugs, moving drugs around or working in the manufacturing of drugs. The traffickers may force the child to steal, pickpocket or beg.

- **To Force Marriage**

Traffickers sell some children into a forced marriage.

- **For Claiming Child Benefits**

Traffickers will send children into new homes, just so that the people they live with can claim child benefits.

- **Other Reasons**

There's no other way to describe it, but children are also trafficked for rituals, experiments, and many other dark purposes that would be too extreme to list in this course.

Types of Child Trafficking

There are different ways in which a trafficker may operate, which usually depends on what 'orders' they are taking or who they are working for and what 'opportunities' present themselves.

There are different types of traffickers, such as:

- 1) Individuals working alone, recruiting one or two children from areas they know or live in
- 2) Medium-sized - small scale groups of traffickers who move and exploit children on a small to medium scale
- 3) Large, national or international networks with high-level corruption and a large number of victims

Signs of Child Trafficking

Here are some things to look out for. Children may be trafficked if:

- They are not registered at the local schools or doctors.
- They do not appear to go to school.
- They rarely leave their house and don't seem to have friends or play outside.
- They claim themselves to be orphans or say that they are living away from their family.
- They don't know where they are from.
- Their accommodation is poor or inadequate.
- They don't know or are reluctant or afraid to share information about themselves.
- They hang around with unsavoury people.
- They are seen in inappropriate places like a brothel.
- They have injuries.
- They seem to be afraid.
- They often give a scripted story about themselves, which is similar to other stories from children who have been trafficked.

Effects of Child Trafficking

Any child who has been removed from their family is going to experience considerable anxiety and trauma. They are then usually subjected to a lifestyle that no child should have to suffer - a lifetime:

- Of exploitation.
- Without love, care and nurturing, education and protection.
- Never knowing what it feels like to be safe.
- Of violation
- The implications of these experiences on trafficked children last a lifetime and can be extremely severe.

Who Is at Risk of Child Trafficking

Most people believe that it couldn't happen to them, or that it doesn't happen to children in this country but your child only has to be around one person involved in trafficking for them to be on their radar. That might be all it takes for them to be taken. Traffickers can be:

- Other parents
- A boyfriend
- A friend of the child, or the child's parents.
- The local shop keeper or chip shop owner.
- A random person just looking out for children
- A neighbour
- A teacher
- A club owner
- Somebody who is hanging around a park or school.
- Any nationality, including British.
- Rich or poor



Grooming

Grooming is a grave issue that can be incredibly difficult to spot mostly because the people who groom children, parents and their carers or guardians are usually very talented at disarming and building trust with adults and children alike.

They are also very talented at figuring out what child might be vulnerable to and then targeting them or their parents or guardians, which is why high vigilance is required in all places where a child may visit.

Definition of Grooming

Grooming is a persuasive act or strategy used to build trust with people so that the groomer can exploit them.

Why Are Children Groomed?

Children are usually groomed for two main reasons:

- 1) Trafficking
- 2) Sexual exploitation

Who Grooms Children?

Usually, traffickers, paedophiles and other sexual deviants groom a child.

But these people can be:

- A friendly neighbour
- A gentle-looking caretaker at the school
- A shopkeeper
- A teacher
- A care worker
- They can be anyone from any walk of life and are often the type of person you would least expect to be grooming a child.

Pause for Thought ...

Groomers may not always start by grooming the child. They may begin to groom the parents, carers or guardians first to gain access to the child. For example; it's not unusual for a paedophile to notice a pregnant woman and then befriend them so that they can build up enough of a friendship to gain access to the child in the future. They enjoy the whole process, including waiting for years as the child grows and then building up to the moment when they will strike. They can do this with teachers, carers, and often attempt to find employment in establishments where they will gain access to a child. Such as becoming a teacher, or a childcare worker. This is why it's crucial to stay vigilant around your colleagues.

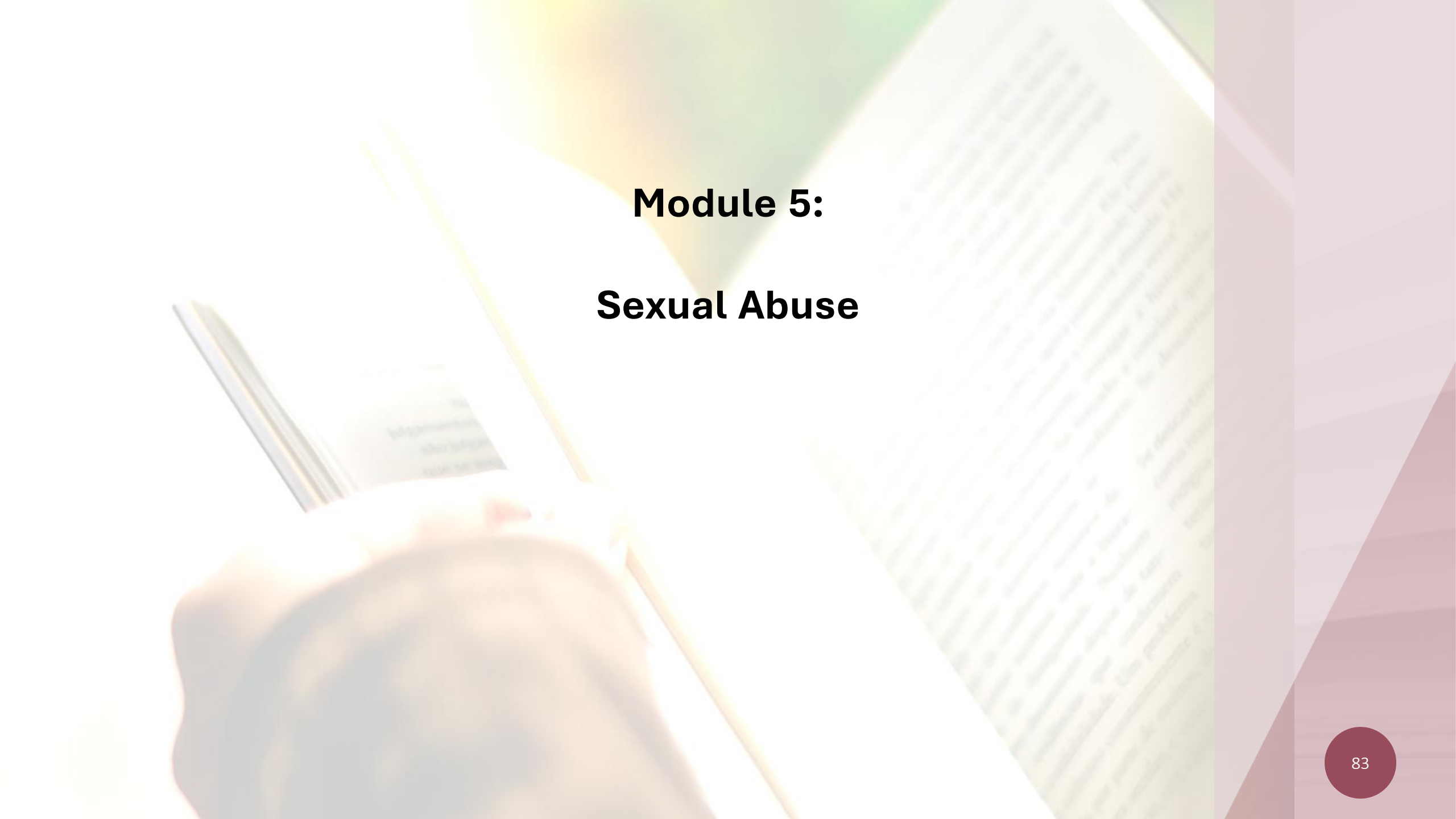
Who is at Risk of Grooming?

Any child, at any age from any background, is at risk. However, those who don't have a strong family structure, or with parents who are absent either physically, emotionally or mentally, are more likely to become caught up with groomers. And any child who is unsupervised online, especially if they are uneducated about grooming.

Summary

What have we learned?

- ✓ There are four primary forms of abuse, emotional, physical, sexual and neglect.
- ✓ All four forms of abuse have a devastating impact on the child's development, wellbeing, life and psyche.
- ✓ Abuse can happen to any child from any walk of life.
- ✓ Abusers can be any person from any walk of life.
- ✓ Bullying and cyberbullying is considered an abusive act.
- ✓ Children are groomed and trafficked for a variety of reasons. It's essential to understand the signs of trafficking and grooming so that you can help a child in need.

A hand holding a pen over an open book with text on the pages.

Module 5:

Sexual Abuse

In this module, you will learn about:

- ✓ Types of Sexual Abuse
- ✓ Harmful Sexual Behaviour
- ✓ Female Genital Mutilation (overview, signs and effects)
- ✓ Who Are the abusers?
- ✓ Online Sexual Offenders
- ✓ Signs of Sexual Abuses in Children
- ✓ Impact of Sexual Abuses in Children
- ✓ What to Do When a Child Reveals Sexual Abuse to you?
- ✓ How to Provide Support to the Abused Child?
- ✓ How to Keep Children Safe from Potential Sexual Abuses?
- ✓ Legislation on Child Sexual Abuse
- ✓ What Is Consent?

Types of Sexual Abuse

Sexual abuse is categorised into two forms to make it easier to understand and define.

1) **Contact Abuse**

2) **Non-Contact Abuse**

Note: It's important to remember that sexual abuse can occur either online, or in person.

Contact Abuse

- Contact abuse refers to any form of abuse involving physical contact with the child from the abuser.
- Examples of contact abuse are:
 - Forcing a child to participate in sexual acts
 - Removing a child's clothes or forcing the child to undress
 - Making a child sexually touch their abuser, themselves or someone else
 - Sexually touching a child's body, anywhere, over or under the clothing
 - Raping or penetrating a child anywhere, using a body part or an object

Non-Contact Abuse

- When non-contact abuse occurs, a child is sexually abused without being touched.
- Examples of non-contact abuse are:
 - Showing the child pornography, or nude pictures of adults
 - Exposing or flashing their genitals or committing any sexual act in front of a child.
 - Making the child masturbate
 - Taking, making, viewing, or distributing any form of child abuse media such as videos or images
 - Making the child have sexual conversations in real life, online or through text messaging or other phone services
 - Forcing the child to take part in sexual activities online or through other media services

Harmful Sexual Behaviour

Anybody involved in safeguarding children should understand what harmful sexual behaviour is so that they can recognise it and know how to deal with it appropriately. But there is also another reason:

Sexually abused children often express inappropriate sexual behaviour to other children. Some abused children sometimes abuse their peers in the same way they are experiencing abuse.

So you can imagine that if you are working in a school or hospital, this unfortunate side effect of sexual abuse is something that you'll need to watch out for.

Caution!

In this situation, the child who is abusing their peers is also a victim and needs protection too. Even if they are displaying socially unacceptable behaviours, compassion and care are necessary for all the children involved, no matter how ugly or dark their behaviour is.

Harmful Sexual Behaviour

Here are some of the main types of harmful sexual behaviour. This list is thorough, but it's always important to understand that it's not exclusive:

- **Rape**

The intentional penetration of the vagina, anus or mouth of another person with a penis where the victim does not consent, and the perpetrator does not reasonably believe that their victim consents.

- **Sexual Assault by Penetration**

This is similar to rape. However, the object used for penetration here is another part of the perpetrator's body or an object.

- **Sexual Assault**

It's a sexual assault if a perpetrator intentionally touches another person sexually and the victim does not consent, and the perpetrator does not reasonably believe that the victim consents.

- **Sexual Harassment**

Sexual harassment is unwanted sexual behaviour, and it can occur online or offline. It can violate a child's dignity, humiliate, intimidate and degrade. It also creates an inappropriate sexual environment.

Important! When children are concerned up to the age of 16 even if they did consent, the act is still illegal and is sexual abuse. This is true for all acts described in this section.



Sexual Harassment

Here are some examples of what you can consider being sexual harassment, though it's important to remember that this is not a full list.

- Sexual comments, jokes, stories
- Sexual innuendos
- Lewd comments and sexual remarks about appearance or clothes
- Calling someone sexual names
- Sexual behaviour such as brushing against someone
- Displaying sexual images
- Taking pictures under a person's clothes without them knowing
- Taking pictures or videos of a person's body, and focusing in on the genital, breast or buttock areas for sexual gratification without consent
- Messing with somebody's clothes in a sexual manner, or to reveal intimate parts of a person's body; for example, lifting a person's skirt, undoing a bra, or pulling down trousers



Female Genital Mutilation

Female genital mutilation is where the genitals of a female are removed, or altered for no reasonable medical reason. It's usually practised for cultural or religious reasons.

Many families and communities who practise female genital mutilation believe that this act is beneficial for the girl involved. For example: to prepare them for childbirth or marriage.

Female genital mutilation can be carried out on any girl from the age of around 15 to approximately 49, and it can occur in the UK, or the female will be sent to a different country for the 'operation'.

Female genital mutilation has many different names, so it's essential not to disregard something because the name of the act is unfamiliar to you. Also, you shouldn't ignore any alarm bells you may have for children who are younger than the average age where mutilation occurs.

A Criminal Act

Female genital mutilation is an illegal offence here in the UK.

It is a criminal act if it is carried out on a female of any age and is considered to be child abuse if it involves a child under the age of 18.

The Effects of Female Genital Mutilation

The critical thing to remember is that there are no benefits for any female to have their genitals mutilated.

But there are many side effects such as:

- Infertility
- Infections which can include HIV, tetanus and hepatitis B or C
- Severe or constant pain
- Difficulty or pain during sex
- Incontinence
- Difficulty urinating
- Organ damage
- Life-threatening problems during pregnancy and childbirth
- Emotional and mental health issues
- Death



Who Is at Risk of Female Genital Mutilation?

Because female genital mutilation is a cultural issue, we can narrow down our perspective and look at specific communities and cultures to help us identify and support any children who may be about to experience mutilation or has experienced it.

The home office has identified the following communities as being 'more at risk', though, it's important not to rule somebody out if they are not from any of the communities mentioned below:

- Somali
- Kenyan
- Ethiopian
- Sierra Leonean
- Sudanese
- Egyptian
- Nigerian
- Eritrean
- Yemeni
- Kurdish
- Indonesian



Signs of Female Genital Mutilation

Signs that somebody is about to undergo mutilation:

- A mother, sister, aunt or other female relative has experienced female genital mutilation.
- There is an unexpected or extended period of absence from school.
- The child is about to attend a special occasion or ceremony relating to celebrating 'becoming a woman', or preparing for marriage.
- A relative visits from abroad, and you hear mentions of 'a cutter'.
- A girl is anxious, upset, or her schoolwork is suffering for no apparent reason.
- The girl absconds.

Signs that somebody has experienced FGM:

- Difficulty standing, sitting or walking
- Frequent visits to the toilet and spending a long time in there.
- Appearing to be upset, withdrawn, anxious or unsettled.
- They act out of character from how they were before a long absence from school.
- They don't have routine medical examinations.
- Asking for help but not explaining how they need help.

Note: Some of these signs featured on the last slide can signify any abuse, including sexual abuse. So it's important not to box the child into a theory of female genital mutilation, because it might prevent a child who is experiencing other forms of abuse from seeking help.

Sexual Abusers

The levels to which somebody with sexual fantasies for children will go to meet their sexual desires can be diverse.

Some people might:

- Fall in love with a child or young person, even though they've never considered it before.
- Think about sexual actions with a child but would never do anything about it.
- Watch child porn only (without considering that the child has been trafficked or exploited for their entertainment).
- Interact sexually online with children. Perhaps even pretending to be the same age as a child but never physically do anything.
- Interact once or twice, perhaps with a family member or friend's child.
- Engage in full sexual abuse long term with one specific child, online or offline.
- Prolifically target many children online without the intention to meet.
- Target many children online to meet them and abuse them eventually.
- sexually.
- Target many children physically with the intention to abuse them



Online Sexual Offenders

Throughout this module, we've mentioned online sex offenders. But they deserve another mention here because it can be very easy for them to access children.

There is no one size fits all type of offender when it comes to online offenders.

Here are some common facts about online sex offenders, to help you build your understanding of who they are, how they act, and what they can be capable of.

- The demographics and risk profiles of online sexual offenders are diverse.
- Some online sexual offenders have already committed acts of contact sexual abuse with a child.
- Some use the internet with the intention to abuse children sexually, either online or by meeting up with them.
- Other internet offenders do not take their online behaviour offline.
- Traffickers also use the internet to find children to exploit.



Signs of Sexual Abuse in Children

Signs of sexual abuse in children can vary depending on the level and type of abuse.

For example, a child who is in a happy and healthy home but is subject to abuse from a friend or family member may present different signs than one who is experiencing sexual abuse at the hands of their parents or guardians.

Here are some things to look out for:

- Withdrawn behaviour
- Anxiety, depression, and other mental health issues
- Inconsistent and disorientated behaviour
- Excessive appeasing, especially to adults
- Fearful behaviour
- Changes in older children's circle of friends and habits
- Restricted movement, inability to walk, sit or stand
- Secretive sexualised touching of other children. Suicide attempt
- Any sexualised behaviour
- Following other children to the toilet
- Difficulty urinating
- Inappropriate sexual behaviour toward adults
- Inappropriate, angry and even jealous behaviour toward adults
- Stains that look like blood, discharges, urine or faeces around the genital or buttocks area of the child's clothing
- Sex-related infections, yeast infections, itching their genital area or buttocks
- Parents who express concern that their child is withdrawing from them
- Many of the signs of abuse described in module 3 can also fall into this category.
- Apparent flirtatious behaviour toward an adult

Signs of Sexual Abuse in Children

You may experience other seemingly strange behaviours from an abused child, such as:

After being comforted or reassured over a matter, they give you inappropriate or seemingly strange invitations such as 'you can cuddle me now' or some other invite to get close to them.

Allegations made by the child either about an adult or disclosing information about abuse which turns out to be made up (the child is testing to see if it's safe to disclose their abuse and what the reaction might be).

The child may urinate inappropriately or smear faces (it's a form of protection).

The Impact of Sexual Abuse on Children

The impact of sexual abuse is profound and can include:

- Anger
- Loss of childhood
- Anxiety
- Depression
- Personality disorders
- Post-traumatic stress
- Overwhelm
- Self-harm
- Suicidal thoughts or tendencies
- Eating disorders
- Pregnancy
- Addiction problems
- Attachment disorders
- Problems relating to friends, family and partners
- Physical damage
- Social difficulties



What to Do When a Child Reveals Sexual Abuse to You?

Children do not find it easy to disclose abuse; they also place a lot of value in somebody believing them. If you are an adult they have chosen to tell, you cannot break their trust. Most children who disclose abuse information usually disclose either to their mother, a friend or a professional. And when they disclose to a professional, it's often a teacher. Many children after disclosure still experience abuse because the person they disclosed to either shut them down (unintentionally or deliberately), or they did not do enough to support the abused child.

You need to handle the situation:

- Professionally
- Compassionately
- Promptly

The most important thing to consider first is to reassure the child and protect them while you are reacting in the initial stages of the disclosure. You must follow the seven steps described below:

Step 1: Listen carefully.

You must remain calm as you listen to the child.

Don't put words into the child's mouth; don't express your views. Try to stay compassionate and reassuring. Any type of shock, or disbelief can shut a child down, and if you attempt to predict what the child is trying to say, they may hang onto those words even if they are incorrect or may read that response as an instruction from on what they have to say.

Step 2: Reassure the child.

Let the child know that they have done the right thing and that you will do what you need to do to help them.

Step 3: Tell the child it's not their fault.

Make sure they clearly understand that it's not their fault. If the child doesn't quite hear you, they may hear 'it's your fault' rather than 'it's NOT your fault'. These seem like specific details, but they make a world of difference to a child's perspective.

Step 4: Reassure the child that you are taking them seriously.

Once again, it's so hard for a child to disclose abuse; they need reassurance that you are serious about helping them. If you think about how vulnerable a child in this situation is, in some cases, their primary carers may be the child's abusers or your colleague, which means that they have put so much on the line in choosing to disclose to you. They need as much reassurance as possible.

Step 5: Do not confront, disclose the situation or talk to the alleged abuser

Doing so could make the situation harder for the child and could expose them to more abuse.

Step 6: Explain what you'll do next

Make sure that you explain what happens next in an age-appropriate way.

Make sure you explain what you will do next, what will happen to the child, and how you will both deal with the next steps. So you can create an experience of fixing it together.

So for a younger child, you might tell them that you need to talk to a 'safe' adult to help you both with this problem but that you'll stay with them until this person comes. Then you may tell them that the safe adult will help you both to know what to do next.

Step 7: Write down what the child has told you.

Try to write down as much as possible about what the child told you, in the child's words. But before you do, make sure that you explain to the child that you need to write some things down so that you don't forget, and reassure the child that internet for you to remember.

How to Keep Children Safe from Potential Sexual Abuse?

It's not easy to protect a child from sexual abuse, especially if they are experiencing it at home. Here are some of the best tips on how to help keep children safe:

- Remember what you need to do should a child disclose to you.
- Build trusting and safe relationships with children.
- Remind children that you are a safe adult and be one.
- Educate children and parents on grooming, trafficking and sexual abuse.
- Remain vigilant to the signs of abuse, and do not ignore them.
- Report any hunches you may have immediately.
- Listen to the children around you and observe how they interact with others.
- Monitor if a child is going to the toilet at the same time as others. In schools, a child who may intend sexual action on another child, will target them and usually follow them to the toilet. They'll do it in a very calculated way. So, noticing if a child regularly goes to the toilet at the same time as other children is a sign of risk.
- Don't leave children unsupervised in any room or secluded places together. Including the bathroom at quiet periods.
- Observe how the children interact with their parents and guardians and with other adults such as your colleagues.



Legislation on Child Sexual Abuse

The main legislation concerning child sexual abuse is as follows:

- For England and Wales: The Sexual Offences Act 2003.
- For Scotland: Sexual Offences (Northern Ireland) Order 2008 and the Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005.
- For Northern Ireland: Sexual Offences (Northern Ireland) Order 2008.

Much of what has been discussed in this module covers the

What Is Consent?

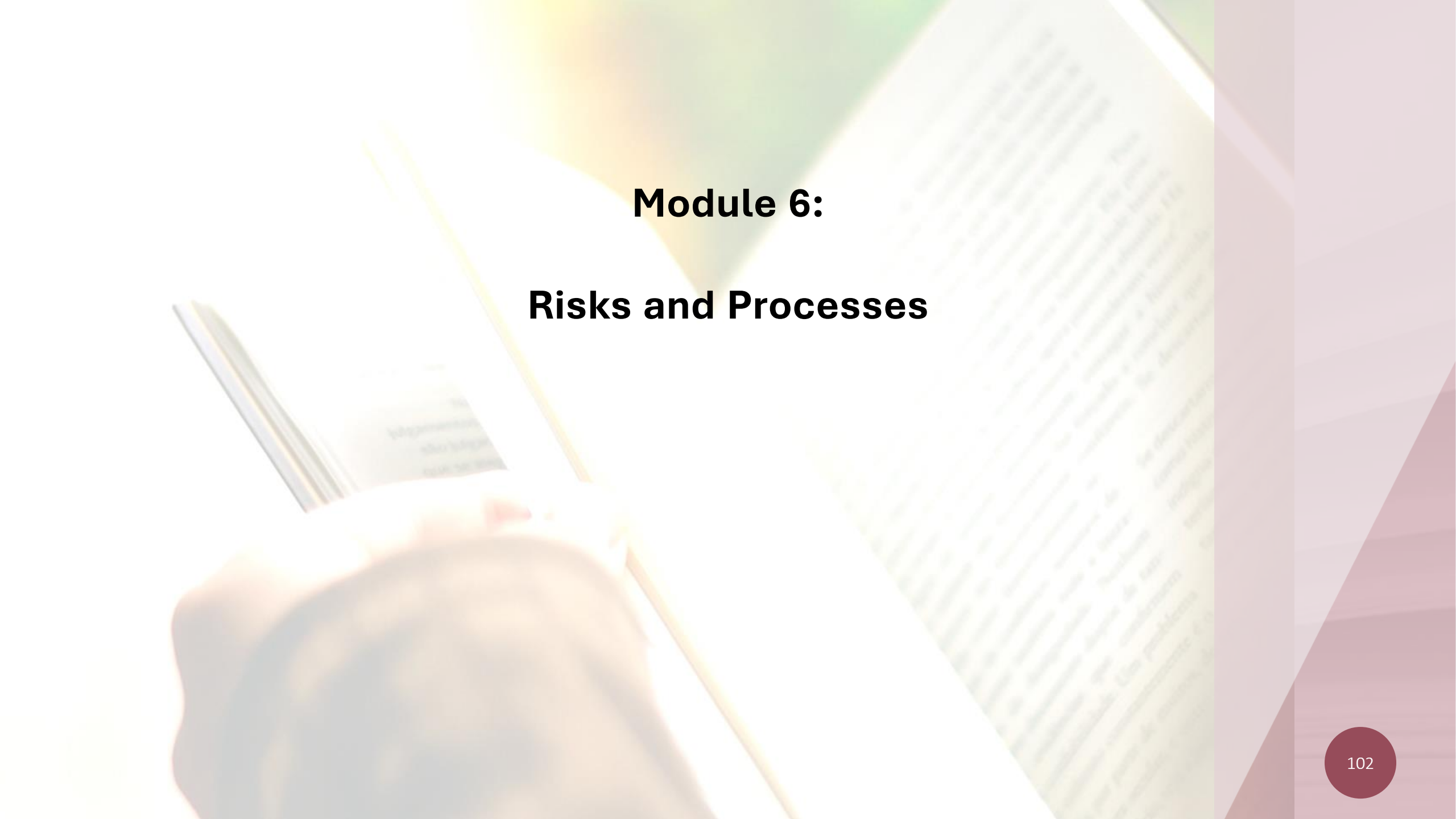
The age of consent is the age when a person can legally have sex. In all areas of the UK, this age is 16.

It is a criminal offence for anyone who is 16 or older to have any kind of sexual contact with someone aged 13, 14 or 15. It is also a criminal offence for both girls and boys aged 13, 14 and 15 to have consensual sex with anyone else aged 13, 14 or 15.

Summary

What have we learned?

- ✓ There are two types of sexual abuse; contact and non-contact.
- ✓ Children who experience sexual abuse can and sometimes do express sexual behaviour toward other children.
- ✓ Female genital mutilation is where the genitals of a female are removed, or altered for no reasonable medical reason. It's usually practised for cultural or religious reasons and is a criminal act in the UK.
- ✓ Anyone from any walk of life can abuse a child, but it's not easy to determine who is likely to abuse a child sexually.

The background of the slide is a blurred photograph of a person's hand holding a pen, poised to write on a document. The document contains a table with multiple columns and rows of text, which is out of focus. The overall lighting is bright and warm, with a soft glow. On the right side of the slide, there is a vertical decorative bar with a gradient of purple and pink colors.

Module 6:

Risks and Processes

In this unit, you will learn about:

- Factors that may Increase the Risk
- Where Risks Come from?
- Single Assessment Process
- How to Assess if the Child is at Risk of Harm or Not?
- How to Recognise a Risky Situation?
- Parental Risk factors

Factors that may Increase the Risk of Abuse and Neglect

Many factors can increase the risk of abuse and neglect. Though it's important to remember that even if a child doesn't fall into any of the risk categories, they can still be subject to abuse.

Examples of some of the factors known to increase the risk of abuse and neglect are:

- Inadequate parenting skills
- Parents with mental illness and personality disorders
- Parents with low IQ and/or low emotional IQ
- Parents with disabilities
- The area or environment the child lives in
- Parents with addiction and/or financial problems
- Single-parent families
- Predatory adults
- Inadequate supervision
- Parents who place their needs onto their children
- Parents with no support network
- Families who won't interact with social, educational and health services



Where Risks Come from?

Risks of child abuse and neglect might come from:

- The parent's background, skills, attitude and circumstances
- The parents wider network of family and friends
- Inadequate supervision from parents, carers and service providers
- Predators working in child-related services
- Parents, carers and service providers not understanding what the risks of abuse online are, or how to manage it
- Unawareness of the potential of a predator approaching a child from parents, carers and service providers
- Not educating the child in an age-appropriate manner about the risks of abuse
- If a child is a victim of trafficking or exposed to radicalism

Single Assessment Process

The Single Assessment is a detailed assessment addressing the critical aspects of a child's needs after identifying the potential risk of abuse. It determines whether a child is 'In Need' and then sets out a framework to protect the child.

The Single Assessment framework ensures that all people surrounding the child are involved and briefed appropriately. This framework should prevent a child from falling through the cracks in the system.

The people who are involved with the single assessment process are:

- **The parents**
- **The child's wider family**
- **All professional services surrounding the child**

A single assessment takes place after a referral has been placed to Children's Services about a child. It's the first thing that Social Care Services will do because it determines what course of action should be taken to protect the child.

Such as:

- **A protection plan for the child.**
- **To determine if a child needs immediate and urgent protection.**



Single Assessment Process

The assessment establishes:

- The nature of the concern and what impact it has on the child.
- A risk assessment of the level of risk and harm suffered by the child.
- Why and how these concerns have been raised.
- An overview of the apparent needs of the child and the child's family.
- If there is concern about neglect or abuse.
- The impact of broader family or the community.
- Whether there is a need for urgent action.
- If there are any concerns about sexual exploitation or trafficking.
- Indications that the child has been trafficked or a victim of compulsory labour or slavery.
- Any indication of exposure to radicalisation or extremism.

Timescales

Some aspects of the single assessment process may take some time. This is because social services need to complete their research and interviews with people around the child and create plans to move forward. Though temporary emergency action should be taken if a child is in immediate danger. All single assessments should be completed under legislation within 48 days.

How to Assess if the Child is at Risk of Harm or Not?

If you are concerned about a child, you must report it and let the experts determine the risk. However, there are situations where you might need to convey to Social Services that a child is at immediate risk of harm. This can be difficult to determine.

Some considerations you may make are:

- If the child has disclosed to you and it is the parents or somebody in the child's household who are abusing the child.
- If the child is involved with traffickers or dangerous groups who sexually exploit children and who may harm the child, the family or anybody else surrounding the child.
- If a parent is vulnerable such as being disabled and their child is involved with radicalists, traffickers or sexual exploitation.
- If the child requires immediate medical assistance. The attitude or state of mind of the parents about any abuse their child experiences.
- How the child will be protected if they return home.
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- The attitude or state of mind of the parents about any abuse their child experiences.
- How the child will be protected if they return home.

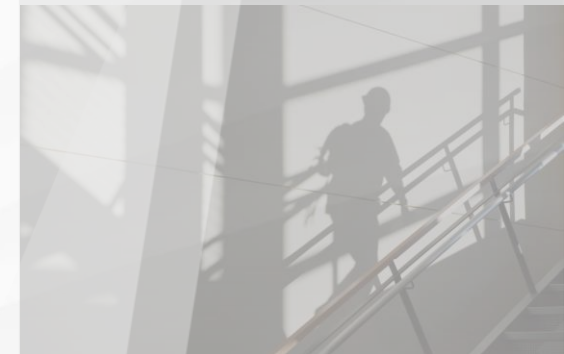


How to Recognise a Risky Situation?

Again, recognising risky situations can be difficult.

Here are some things to consider:

- If a child appears afraid to go home or tries to stay later at school for no real reason.
- Observe the interactions between the child and their parents.
- Notice if strangers or young men are hanging around near to where children are, such as; around the school, shop or park and which children go to these people
- Any limited movement and injury in a child, especially frequent or more than once.
- A child is shutting down when asked about an injury or situation.
- It's always risky to let a child leave school in the hands of an unauthorised carer.



Parental Risk factors

Two of the main issues that impose risks for child abuse or neglect are the mental health of the parent and any substance misuse.

Parental Mental Health

When a parent is mentally ill, they are at risk of either not being able to tend to the needs of their children which could result in neglect or enhance the risk of abuse from predators.

The issue becomes worse if the parent who is mentally ill is a single parent. In families where both parents are present, the healthy parent will be pressured with tending to their spouse or partner's needs, as well as the children's needs which could also result in neglect or passing on some of the household responsibilities onto the children. In both of these situations, there is a weakness in the family unit, which could expose the children to adult predators.

If a parent is experiencing mental health issues, it's also possible that they may harm the children in their care even if they wouldn't do so otherwise.

Parental Substance Misuse

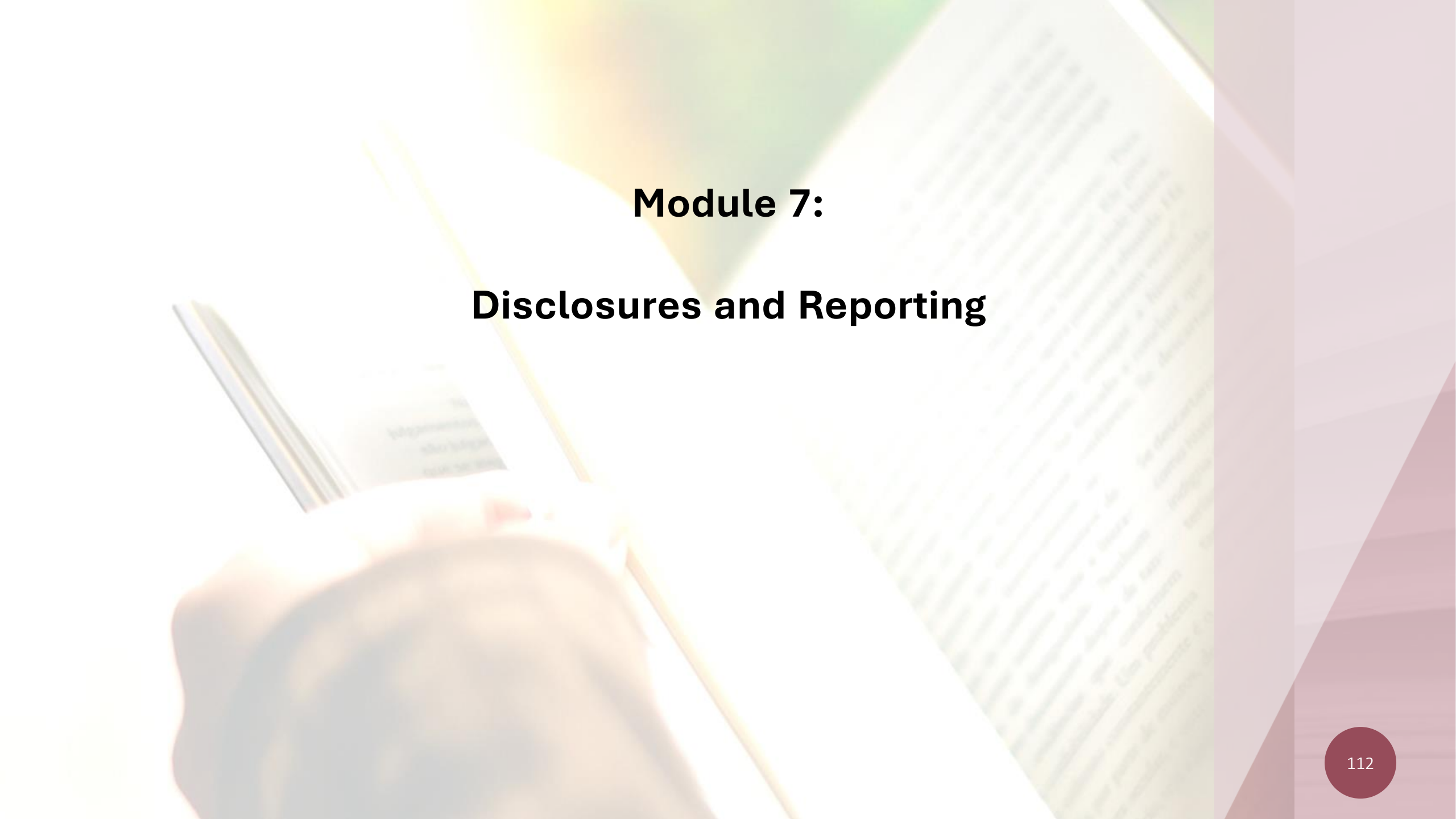
The risks posed by parents who misuse substances can range from:

- Exposing the child to drugs or alcohol
- Inadequate supervision
- Enhancing the risk of predatory adults
- Living in an insecure environment
- Parents who may consider extorting their child for drug money
- A parent abusing the child when they otherwise wouldn't
- Making the child vulnerable to online grooming or traffickers because of inadequate supervision

Summary

What have we learned?

- ✓ Many factors can enhance the risk of child abuse and neglect.
- ✓ Some of which are the parent's circumstances and attitudes, the socio-economic background of the child and whether the parents are impaired in any way.
- ✓ Risks arise from a lack of education either for the parent, child or service working with the child and from the environment that the child lives in.
- ✓ The Single Assessment Process is a framework that is actioned by
- ✓ Child Social Services when a concern is raised about the wellbeing of a child.
- ✓ It is difficult to assess the risk of abuse in a child, but it's important to remember that you should report any concerns and let Child Services determine what to do next



Module 7:

Disclosures and Reporting

In this unit, you will learn about:

- Topics to be Covered in this Module:
- What Is Disclosure?
- Understand Why Children Don't Disclose
- What to Do If a Child Discloses
- Taking Action
- Your Responsibilities
- Fulfilling 'Duty of Care'
- What, When and How to Report?
- Myths about Reporting
- The Structure of Reporting in the UK
- Organisations that May Provide Support
- Talking to the Parents
- Referrals to Social Care
- How Is a Referral Made?

What is Disclosure?

Disclosure is when a child tells somebody that they are experiencing abuse or neglect. Many times when a child discloses, they won't necessarily explain their experience outright. It is rarely a straightforward statement.

Instead, it may come as:

- A hypothetical question about something which can, in some cases, seem to be unrelated.
- A drawing, story, letter or joke.
- A Facebook or other social media post or message.
- Questions about topics that a child shouldn't be concerned about.
- Clingy behaviour to a safe adult like a teacher then a one or two-word disclosure about why they don't want to go home.
- Aggressive behaviour and shouting about their abuse while angry.
- A drama created by the abused children in some way (this usually occurs with older children)
- Through play, including role play.
- An inappropriate interaction with other children and need to explain why.
- A series of tests, they perform on safe adults to determine if it's safe to disclose to them, which can even be false allegations.

Don't Disclose?

Many children don't disclose, and there can be many reasons why, such as:

- They attempted to disclose, and an adult didn't notice.
- An adult shut them down, intentionally or otherwise.
- They are afraid.
- They've been threatened.
- They love their parents and don't want to be removed from them despite the abuse.
- They don't know how to tell somebody.
- They can't find the words.
- They feel protective of their abuser.
- They are embarrassed.
- They don't know they are experiencing abuse or neglect.
- They don't think anybody will believe them.
- Any combination of the above.



What to Do If a Child Discloses?

If a child approaches you and discloses, or seems to be disclosing, there are some important steps you must follow:

Do:

- ✓ Listen carefully to the child.
- ✓ Stay calm and reassuring.
- ✓ Don't interrupt.
- ✓ Try to stay neutral but reassuring phrases such as:
 - ✓ It's ok; you are safe here.
 - ✓ Well done, you are doing a great job of telling us what is happening.
 - ✓ Thank you for trusting me; I will help you.
 - ✓ You can tell me what you need to say; I want to help you.

Don't say:

- × Oh my gosh, how awful.
- × No, X wouldn't do that.
- × Your parents love you; they wouldn't hurt you.
- × They did what?
- × Oh no!
- × Are you sure this really happened?
- × We'll have to call the police.
- × I won't tell anyone else. Avoid shutting them down.
- × Don't make jokes or dismissive comments such as:
 - × You do have a wonderful imagination, don't you?
 - × I'm sure it's not as bad as you say.
 - × Are you sure this really happened?

Taking Action

When the child has finished disclosing:

Do:

- ✓ Reassure them that they have done the right thing.
- ✓ Reassure them that you are taking them very seriously and want to help them.
- ✓ Explain that you need to write everything down and that you'll need to talk to other 'safe' adults who can help you both.
- ✓ Keep the child informed on what happens next as much as you can, in an age-appropriate manner.
- ✓ Report the matter to the safeguarding officer or line manager.

Do not:

- × Stop the child from disclosing
- × Express your opinion
- × Rush the child
- × Make promises
- × Judge
- × Contact the alleged abuser
- × Disclose the information to anyone other than the line manager or the safeguarding officer

Your Responsibilities

If you work with children, in any capacity, you may be in a position to observe signs of abuse or neglect, or changes in health or behaviour which may indicate a child is experiencing abuse or neglect.

If you are in this position, then you have an obligation to adhere to basic safeguarding responsibilities which are:

- Ensure you are alert to signs of abuse and neglect.
- Understand and work within the local multi-agency safeguarding arrangements.
- Avoid allowing other factors to get in the way of reporting a concern (such as self-doubt, or existing relationships with the potential abuser).
- Understand your 'Duty of Care'.

Fulfilling 'Duty of Care'

A duty of care is a legal obligation to:

- Always act in the best interest of children.
- Not cause harm.
- Report any concerns you have about the safety of the children you encounter.
- If you work with children, you have additional safeguarding responsibilities as laid out in the previous slide. However, everybody is subject to a duty of care. It is not something that anybody can opt-out of.
- In essence, a duty of care is to ensure the wellbeing of anybody around you.



What to Report?

You should report any concerns you have about the wellbeing and safety of a child.

However, if a child is disclosing information about abuse, you should report:

- The date and time of disclosure
- The name of the child
- The details of what the child has disclosed
- If you have any concerns about a child's immediate safety

When to Report?

You should report the disclosure or concerns immediately.

How to Report?

- You should write a detailed written account of what you have been told or your concerns.
- Your report should be made to your safeguarding lead or line manager in line with your place of work's safeguarding practices.
- If you are not reporting about a child at work, you should contact the NSPCC helpline.
- you are not reporting about a child at work, you should contact the NSPCC helpline.
- If a child is in immediate danger, you should contact the police too.





10 Myths about Reporting

It's not as easy to report child abuse concerns as it may seem in theory. Most people have reservations. In particular, they might believe they are overreacting or overstepping boundaries.

Here are some myths about reporting along with their facts to help break down some of those reservations:

Myth #1: Social Services will remove the child from their parents.

Fact: Child safety legislation states that the child is usually better off with their parents - unless they are in danger. In many cases, Social Services will work with the parents to ensure that the child's needs are met.

Myth #2: Neglect is sad, but it doesn't put the child at risk of harm, so they are better as they are.

Fact: Neglect is one of the hardest aspects of child abuse to recover from. It has life-lasting implications on the child, and in many cases, all that is required to resolve these issues is some extra support for the family involved. Not reporting concerns about neglect can prevent a child and their parents from thriving together.

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Myth #3: People will know who has reported a concern.

Fact: You can choose to conceal your details when reporting a concern if you feel it's necessary.

Myth #4: Only professionals need to report concerns about child abuse or neglect.

Fact: Everybody, including the public, have obligations to report concerns. Childline provides a number for you to report any concerns for children.

Myth #5: Reporting a concern may make things harder for the child.

Fact: Nothing is harder for a child than experiencing abuse and neglect. Reporting the issue gives the child and their families the opportunity to receive the support they need.



Myth #6: Child abuse is rare, or it doesn't happen in good neighbourhoods.

Fact: Child abuse can and does occur anywhere.

Myth #7: Not many children experience abuse or neglect.

Fact: Many children experience abuse and neglect. The reported statistics are only the tip of the iceberg. Many cases go unnoticed or unreported.

Myth #8: You have to be absolutely certain that your suspicions are correct.

Fact: You don't have to prove your concerns. Social Services will do that, and if there is anything to be concerned about, they'll help the family. It's better to be safe than sorry.

Myth #9: If a child doesn't disclose abuse, it cannot be serious.

Fact: Children find it incredibly difficult to disclose their abuse, and in many cases, they don't or won't.

Myth #10: Children are 'naughty' or attention-seeking when they act out.

Fact: Angry outbursts, distraction, crying, bullying others are all key signs that a child may be suffering from abuse or neglect.

The Structure of Reporting in the UK

There are three main factors to consider when reporting concerns about a child's wellbeing.

1. If you think a child is in immediate danger, you should call the police using the emergency number (999).
2. If you work with children and you've identified a concern while working, you should follow your organisations child protection procedures. All organisations working with children will have one - it's a legal requirement.
3. If you have concerns about children you meet outside of work, or if you don't come into contact with children at work, but you have concerns about a child you should report your concerns to the NSPCC Helpline.

To report concerns with the NSPCC, you can call 0808 800 5000 or report your concerns online using the NSPCC Report Abuse Form

Talking to the Parents

After disclosure, it may be your first thought to contact the child's parents either to discuss the allegations and action you have taken.

It's vital that you only do this if your designated safeguarding person agrees. If you are unsure, you can always call the NSPCC hotline for advice.

Calling a child's parents without checking first could:

- Put the child at risk of more harm.
- Put you or your colleagues at risk.
- Interfere with a criminal investigation.
- Delay referrals to social services. Referrals to Social Care

You must report your concerns about a child to your Safeguarding person or line manager as soon as you can but, it must be within 24 hours of it reaching your awareness.

How is a Referral to Social Care Made?

Your designated safeguarding person will call social care to make the referral.

Social Care Services will confirm:

- How and why concerns have been raised
- What the needs of the child and family appear to be
- What involvement the referer has had with the family
- The urgency of the referral
- The referral will then be followed up in writing, which allows you to check the facts social services have. You will also have a written record of your referral.

The Next Steps

- The local authority will decide how they will respond within 24 hours.
- Some authorities will acknowledge their response, though with others you may need to call to find out what happened.
- You or your safeguarding person needs to follow up, to make sure the report hasn't been overlooked.
- If for any reason you can't pass on a concern within 24 hours, you can't contact a line manager or safeguarding person or you can't get a response from your local authority; you should contact Social Services or the police directly.
- Do not wait.
- Note: You must follow your concern through, without letting it go until it concludes. It is your obligation not to assume that somebody else is handling it.



Organisations that May Provide Support

- Statutory Guidance
- Working Together To Safeguard Children (2018). [Click here](#)
- Keeping Children Safe in Education (2022). [Click here](#)
- Information Sharing - Advice for practitioners providing safeguarding services to vulnerable children, young people, parents and carers (2018). [Click here](#)
- Multi-Agency Practice Guidelines on Female Genital Mutilation (2020). [Click here](#)
- Statutory framework for the early years foundation stage (2021) [Click here](#)

Summary

What have we learned?

- ✓ Disclosure is when a child tells somebody that they are experiencing abuse or neglect.
- ✓ Children don't always disclose even when they are experiencing significant harm. It can be for many reasons which include being afraid to tell.
- ✓ If a child discloses to you, you should be very mindful about how you handle it. It can be surprisingly easy to shut down a child during disclosure.
- ✓ You have responsibilities to look out for signs of neglect and abuse if you work with children in any capacity.

You have now completed the preparation for your test and
are ready to begin the assessment