TLM Level 2 Award in Safeguarding - Guidance

Assessor's guide to interpreting the criteria

General Information

RQF general description for Level 2 qualifications

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● Achievement at RQF Level 2 (EQF Level 3) reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

● Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.

● Complete well-defined generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.

● Take responsibility for completing tasks and procedures.

● Exercise autonomy and judgement subject to overall direction or guidance.

Requirements

● Standards must be confirmed by a trained Level 2 Assessor or higher.

● Assessors must at a minimum record assessment judgements as entries in the online Markbook on the INGOTs.org certification site.

● Routine evidence of work used for judging assessment outcomes in the candidates' records of their day to day work will be available from their eportfolios and online work. Assessors should ensure that relevant web pages are available to their Account Manager on request by supply of the URL.

● When the candidate provides evidence of matching all the criteria to the specification, subject to the guidance below, the assessor can request the award using the link on the certification site. The Account Manager will request a random sample of evidence from candidates' work that verifies the assessor's judgement.

● When the Account Manager is satisfied that the evidence is sufficient to safely make an award, the candidates' success will be confirmed, and the unit certificate will be printable from the web site.

● Each unit at Level 2 has recommended 40 guided learning hours based on the time required to complete by an average learner.

Assessment Method

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Assessors can score each of the criteria N, L, S or H. N indicates no evidence and it is the default setting. L indicates some capability, but some help still required to meet the standard. S indicates that the candidate can match the criterion to its required specification in keeping with the overall level descriptor. H indicates performance that goes beyond the expected in at least some aspects. Candidates are required to achieve at least S on all the criteria to achieve the full unit award. Once the candidate has satisfied all the criteria by demonstrating practical competence in realistic contexts, they achieve the unit certificate.

Expansion of the assessment criteria

1. Understand the Safeguarding Strategy

1.1 I can identify why the safeguarding strategy was put into place

The candidate can outline what the safeguarding strategy is and why it was put into place.

Evidence: From portfolios, internal testing, assessor observations.

Additional information and guidance: Every setting that has duty of care for a child or vulnerable person must adhere to the safeguarding policy. Every setting must ensure all staff are aware and adhere to monitoring and supporting children and vulnerable people. All staff must attend training to keep up to date with the policy and who are the designated leads within the setting.

The Children Act 1989 established the legislative framework for the current child protection system in England and Wales. Ultimately the identification of a student is the same as any safeguarding issue and requires referral of concerns to the necessary identified individual.

https://learning.nspcc.org.uk/child-protection-system/history-of-child-p... [1] looking at the timeline of the development of the child protection strategy.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/ [2] attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

1.2 I can describe how safeguarding children is defined

The candidate will be able to describe how safeguarding children is defined

Evidence: From portfolios, internal testing, assessor observations.

Additional information and guidance:

Safeguarding children is defined in Working together to safeguard children (https://www.gov.uk/government/publications/working-together-to-safeguard... [3]) as:

● protecting children from maltreatment

● preventing impairment of children's health or development

● ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

● taking action to enable all children to have the best outcomes

Safeguarding vulnerable adults is defined in the Care and support statutory guidance (https://www.gov.uk/government/publications/care-act-statutory-guidance [4]) issued under the Care

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Act 2014 as:

● protecting the rights of adults to live in safety, free from abuse and neglect

● people and organisations working together to prevent and stop both the risks and experience of abuse or neglect

● people and organisations making sure that the adult's wellbeing is promoted including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action

● recognising that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances and therefore potential risks to their safety or well-being

1.3 I can identify the role of the Disclosure and Barring Service (DBS)

The candidate will be able to identify the role of the Disclosure and Barring Service (DBS)

Evidence: From portfolios, internal testing, assessor observations

Additional information and guidance: The aim of the Disclosure and Barring Service is to ensure that when recruitment is made for a new member of staff directly involved in the care of children, young people or vulnerable individuals, it is to a suitably safe person. The DBS check will return criminal information as well as information about checks against the barred lists.

The Disclosure and Barring Service helps employers make safer recruitment decisions each year by processing and issuing DBS checks for England, Wales, the Channel Islands and the Isle of Man. DBS also maintains the adults' and children's' Barred Lists and makes considered decisions as to whether an individual should be included on one or both of these lists and barred from engaging in regulated activity.

https://www.gov.uk/government/organisations/disclosure-and-barring-service [5]

1.4 I can list different types of abuse and describe their meaning

The candidate can list the different types of abuse covered in through safeguarding.

Evidence: From portfolios, internal testing and/or assessor observations.

Additional information and guidance: The main areas of child abuse are physical, sexual and emotional. These areas can then be broken down into further areas and appear in many different formats and now due to the development of online environments, occur in more places than in the child's immediate surroundings. These different types of abuse include but not limited to:

Bullying is a behaviour that hurts another person intentionally and **Cyberbullying** is bullying that takes place over any online environment or technological device.

There are different types of bullying including; physical, verbal, non-verbal (hand signs or texts), emotional, exclusion, undermining, controlling or manipulating, making hoax/silent/abusive calls and bullying for racial/sexual/homophobic/disability reasons.

Child Sexual Exploitation (CSE) is a type of sexual abuse and is when a child or young individual is given items, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. This type of behaviour is called grooming as it leads a child
or young person to believe that they are in a loving and normal relationship and through the

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developed trust the abuser can coerce the young person/child into being abused.

Child trafficking is coercing a child or young person to leave and are transported for exploiting, forcing to work or be sold. Children/Young people are trafficked for; sexual exploitation, benefit fraud, forced marriage, domestic slavery, forced labour and committing crimes.

Domestic abuse is a type of controlling, bullying, threatening or violent behaviour between people in a relationship and can be the form of physical, emotional, sexual, financial or psychological abuse. A child or young person may be witness to this type of abuse and exhibit signs such as; aggression or bullying, anti-social behaviour, like vandalism, anxiety, depression or suicidal thoughts, attention-seeking, bed-wetting, nightmares or insomnia, constant or regular sickness, like colds, headaches and mouth ulcers, drug or alcohol use, eating disorders, problems in school or trouble learning, tantrums, withdrawal.

Emotional abuse or psychological abuse is the continual emotional mistreatment of a child that can involve the deliberate scaring, humiliation, isolation or ignoring of a child.

Female genital mutilation (FGM) is the deliberate altering or removal for non-medical reasons of the female genitals, also referred to as 'female circumcision' or 'cutting'.

Grooming is when an individual builds a relationship with a child or young person in order to build trust and an emotional connection so they can manipulate, exploit and abuse them.

Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care.

For more details and to expand on points above see original source; https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/ [6]

2. Understand how to identify vulnerable individuals

2.1 I can list the potential behavioural traits for a child who is being abused

Candidates should be able to list individual behaviour traits that could cause concern.

Evidence: From portfolios, internal testing and/or assessor observations.

Additional information and guidance: Like any situation, a child may display certain behaviours could be exhibited in a normal situation. However, by knowing a child will aid understanding when behaviour changes and to ensure when warning signs are exhibited, they are acted upon.

The potential signs of any **bullying** could be; belongings getting 'lost' or damaged, physical injuries, such as unexplained bruises, being afraid to go to school, being mysteriously 'ill' each morning, or skipping school, not doing as well at school, asking for, or stealing, money (to give to whoever's bullying them), being nervous, losing confidence, or becoming distressed and withdrawn, problems with eating or sleeping, bullying others.

The potential signs of **child sexual exploitation** could be; unhealthy or inappropriate sexual behaviour, being frightened of some people, places or situations, bring secretive, sharp changes in mood or character, having money or things they can't or won't explain, physical signs of abuse, like bruises or bleeding in their genital or anal area, alcohol or drug misuse, sexually transmitted infections or pregnancy.

Potential signs of **trafficking** may not be as obvious as other types of abuse but some possible signs include; spending more time on household chores, rarely leaving their house or not playing, being orphaned or living apart from their family, living in low-standard accommodation, unaware of

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location, being reluctant to share personal information, not being registered with a school or a doctors surgery, unable to see their parents or guardians, being seen in inappropriate places like brothels or factories, having money or items that you would not expect them to have, having injuries from workplace accidents or giving a prepared speech.

Potential signs of **emotional abuse** can be seen within a child or young person lacking confidence or self-assurance, struggling to control their emotions, having difficulty making or maintaining relationships, acting in a way that's inappropriate for their age.

Potential signs that **Female Genital Mutilation *might happen*** include; a relative or someone known as a 'cutter' visiting from abroad, a special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage', a female relative, like a mother, sister or aunt has undergone FGM, a family arranges a long holiday overseas or visits a family abroad during the summer holidays, a girl has an unexpected or long absence from school, a girl struggles to keep up in school, a girl runs away – or plans to run away - from home.

Potential signs that **Female Genital Mutilation *has happened*** include; having difficulty walking, standing or sitting, spending longer in the bathroom or toilet, appearing quiet, anxious or depressed, acting differently after an absence from school or college, reluctance to go to the doctors or have routine medical examinations, asking for help – though they might not be explicit about the problem because they're scared or embarrassed.

Potential signs of **grooming** include; being very secretive about how they're spending their time, including when online, having an older boyfriend or girlfriend, having money or new things like clothes and mobile phones that they can't or won't explain, underage drinking or drug-taking spending more/less time online or on their devices, being upset, withdrawn or distressed sexualised behaviour, language or an understanding of sex that's not appropriate for their age, spending more time away from home or going missing for periods of time.

Potential signs of **neglect** could include poor appearance and hygiene, health and development problems, housing and family issues, change in behaviour.

For more details and to expand on points above see original source; https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/ [6]

2.2 I can list who the safeguarding policy applies to

The candidate should be able to list areas where the safeguarding policy should be in place.

Evidence: Internal testing, assessor observations.

Additional information and guidance: All environments that care for children and adults have a duty of care to those individuals. Any safeguarding issue should be flagged to the designated person on site.

ALL public sectors and anyone in a 1:1 environment may identify individuals and must pass on any concerns to their safeguarding lead.

2.3 I can identify how to support the workplace

Candidates should be able to list how they support the workplace

Evidence: Portfolios, assessor observations.

Additional information and guidance: If you are in a position where you know the individuals

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around you and their normal behavioural traits. You will be able to identify if there are any changes to those behaviour traits.

All staff should be able to identify the individual that could be at risk of getting into a situation that they cannot get out of when it occurs.

You will see individuals and know their behaviour daily and be able to support anyone else with a concern if they want to discuss their concerns to see if you have noticed anything also. By talking to others who are in contact with the individual you can build a bigger picture of the individual and whether a concern is warranted.

NOTICE - CHECK - SHARE

Notice - What gave you the concern in the first place?

Check - Who can help you confirm or deny concerns?

Share - Who is best qualified to guide and support you?

All have a role to look at safeguarding issues who know the individual and their normal behaviour.

For example; a normal relationship is a baseline for identifying changes. Speak to a line manager about concerns and check for other signs in other areas. Share concerns with designated safeguarding lead and decide on a course of action. This could be an informal chat about how they are feeling and seeing if the concern is warranted to follow up further. Like any safeguarding concern no one should ever promise to keep something a secret, all information must be shared with the safeguarding lead to ensure the correct course of action is taken.

Communication and support can then be put in place to help the vulnerable individual identified to ensure further harm does not occur and that the individual can make an informed choice and feel supported and not alone.

3. Understand Roles and Responsibilities

3.1 I can Identify the role of a safeguarding lead

Candidates should be able to list the roles and responsibilities of a safeguarding lead

Evidence: Portfolios, assessor observations.

Additional information and guidance: Although not all members of staff need to fully understand the role of a safeguarding lead, it is important to understand what they do and how they support you after a report has been made. The role of a safeguarding lead needs to adapt to the situation they are in and can include; making sure all staff are aware how to raise safeguarding concerns, ensuring all staff understand the symptoms of child abuse and neglect, referring any concerns to social care, monitoring children who are the subject of child protection plans, maintaining accurate and secure child protection records.

The main areas are then broken down further to ensure that the safeguarding lead manages referrals, manages training needs and raises awareness.

3.2 I can identify the role of all staff members

Candidates should be able to list the roles and responsibilities of a staff member

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Evidence: Portfolios, assessor observations.

Additional information and guidance: Everyone who works with a child or vulnerable person is responsible for identifying any safeguarding needs that may arise. In your position within a setting looking after or having contact with children and young people, you will see and interact with them daily. It is, therefore, a prime position to identify changes that may occur in their behaviour or appearance etc.

If you are concerned about a pupil speak to your safeguarding lead for advice and guidance. If a disclosure is made to you by an individual, ensure no promise of secrecy is given as it is your responsibility to pass on any concerns.

When a child or vulnerable person talks about an instance they have been involved in or seen, this is a disclosure.

Moderation/verification

The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the online Markbook. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios and any other sources e.g. through signed witness statements associated with the criteria matching marks in the online Markbook or internal controlled testing. Before authorizing certification, the Account Manager must be satisfied that the assessors judgements are sound.

Source URL: https://theingots.org/community/cpdSl2u1x

Links
[1] https://learning.nspcc.org.uk/child-protection-system/history-of-child-protection-in-theuk/
[2] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/
[3] https://www.gov.uk/government/publications/working-together-to-safeguardchildren--2
[4] https://www.gov.uk/government/publications/care-act-statutory-guidance
[5] https://www.gov.uk/government/organisations/disclosure-and-barring-service
[6] https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/

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