

Module Title:	Safeguarding Children
Module Code:	CHEY07C/FDEY07C/ BAEY12C/BAEY32C
Level:	4
Credits:	15
Pre-requisites:	None

Module Description:

Some students may have studied the procedures for identifying and safeguarding children from abuse. This module recognises possible prior knowledge, and that some students will have had to deal with these issues in their settings, and some will not. The module aims to deepen their understanding of the issues which frame the wider debate linking children's welfare to safeguarding and control in the wider context. There will be an emphasis on why some procedures and structures fail and others succeed. This module will raise the level of debate about safeguarding children and the management of risk and it will explore ways in which children can be supported to safeguard themselves.

Indicative Content:

- Definitions of child abuse
 - Explanations of why abuse can happen
 - Relevant legislation including Children Acts 1989 & 2004 & United Nations Convention on the Rights of the Child (UNCRC) Working together to Safeguard Children 2013.
 - Assessment and procedures for safeguarding children
 - Reporting and recording in cases of suspected child abuse
 - Confidentiality
 - Legal procedures and support for children and their families
 - Risk & resilience in young children's lives
 - Children's rights and the rights of the family in relation to safeguarding.
 - Working with and supporting young children and their families
 - Working collaboratively with other professionals
 - Case conferences and associated meetings
 - Attitudes, values and self-awareness
 - Messages from national inquiries and the effect of the media
 - Supporting children to safeguard themselves
 - Policies and procedures
 - Children's well-being, development and experience
 - Links to work settings
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Learning and Teaching Methods:

Interactive lectures, individual and group work, using a wide range of material in the public domain to stimulate discussion and debate. Individual tutorials will support the assessment process. Students will be expected to organise their independent time to carry out background reading using online references, the bibliography, journals and periodicals.

Specific Learning Resources:

None

Bibliography

Highly Recommended

***It is essential that you visit the Government and County websites to maintain an up-to-date knowledge of both policies and the allocation of services.**

Barker, J. (2007) [*The Child in Mind: a child protection handbook*](#), 3rd edition, Abingdon: Routledge

DfES (2004) [*Every Child Matters: change for children*](#), Nottingham: DfES

Blyth, M. and Solomon, E. (2012) [*Effective Safeguarding for Children and Young People: what next after Munro?*](#), Bristol: The Policy Press.

Department for Children, Schools and Families (2013) [*Working Together to Safeguard Children*](#), Nottingham: Stationery Office

Gardner, R. (2003) [*Supporting Families: child protection in the community*](#), Chichester: John Wiley

Guldborg, H. (2009) [*Reclaiming Childhood: freedom and play in an age of fear*](#), Abingdon: Routledge

Hendrick, J. (1997) [*Legal Aspects of Child Health Care*](#), London: Chapman and Hall

Lindon, J. (2012) [*Safeguarding and Child Protection: 0-8 years*](#), 4th edition, London: Hodder Education

Parton, N. (ed.) (1997) [*Child Protection and Family Support: tensions, contradictions and possibilities*](#), London: Routledge

Powell, J. and Uppal, E. (2012) [*Safeguarding Babies and Young Children: a guide for early years professionals*](#), Maidenhead: Open University Press

Smidt, S. (2013) [*The Developing Child in the 21st Century: a global perspective on child development*](#), 2nd edition, Abingdon: Routledge

Taylor, B. (1999) '[*Parental Autonomy and Consent to Treatment*](#)', *Journal of Advanced Nursing*, 29 (3), 570-576

Waldfoegel, J. (1998) [*The Future of Child Protection: how to break the cycle of abuse and neglect*](#), Cambridge, MA: Harvard University Press

Walker, G. (2008) [*Working Together for Children: a critical introduction to multi-agency working*](#), London: Continuum

Background Reading

Angelou, M. (1984) [*I Know Why the Caged Bird Sings*](#), London: Virago

Childright at The Children's Legal Centre. Accessible from:

Module Specifications: School of Health & Social Sciences

<http://www.childrenslegalcentre.com>

Dryden, L., Forbes, R., Mukherji, P. and Pound, L. (2005) *Essential Early Years*, London: Hodder Arnold

Kellet, M. (2011) *Children's Perspectives on Integrated Services: Every Child Matters in policy and practice*, Basingstoke: Palgrave Macmillan

Macleod-Brudenell, I. and Kay, J. (2008) *Advanced Early Years: for foundation degrees and levels 4/5*, 2nd edition, Harlow: Heinemann

Southend, Essex and Thurrock Local Safeguarding Board (2011) Southend Essex Thurrock Child Protection Procedures. SET LSCB Procedures. Accessible from: <http://microsites.essexcc.gov.uk/microsites/ESCB/Documents/SET%20Procedures%202011.pdf>

Taylor, J., Bond, E. and Woods, M. (eds) (2013) *Early Childhood Studies: a multidisciplinary and holistic introduction*, 3rd edition, London: Hodder Education

Useful articles and information sheets

Journal: [Community Care](#). This a regular source for up to date articles on child care/protection matters.

Essex County Council Website: Up to date local information relating to the local management of Safeguarding Children. Accessible from:

<http://www.essex.gov.uk/Health-Social-Care/safeguarding/Pages/Safeguarding-children.aspx>

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

LO1	Discuss a range of factors that can lead to the continued incidence of child abuse in contemporary society.
LO2	Demonstrate an understanding of the relationship between safeguarding children, current legislation, the family and the state.
LO3	Identify and debate ways to support children to safeguard themselves.
LO4	Analyse policies, procedures and children's services within the context of the local authority and how these are reflected in early years settings

Assessment Title or element

Report format (3,000 words)

Assessment Criteria All module assessment requires demonstration that the learning outcomes for this module have been achieved.

Assessment details

Module Specifications: *School of Health & Social Sciences*

An analysis of the factors that can lead to child abuse and the legislation, procedures and provisions for safeguarding children in contemporary society.

In your assignment it is important to cover the following points:

- The definition of safeguarding children.
 - The definition of child abuse
 - The definitions of the different forms of abuse
 - Include policies and procedures; local and national, relating them to practice and multiagency teams
 - Please make sure that signs, symptoms and indicators are also included.
 - Using an analytical approach discuss legislation and the national and local safeguarding procedures; include in this the reasons that have resulted in a multi-agency, multi professional approach to safeguarding children. Remember to include the 'Assessment of Risk' and the 'Signs of Safety'. These are VITAL tools for information gathering and may indicate FACTORS that could lead to abuse.
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Information correct at point of publication.