# NCFE - Safeguarding in a learning environment

Subtitle

NCFE Level 1 Award in Safeguarding in a learning Environment

This programme will be completing the following units:

- Unit 1 – Understanding the need for safeguarding in a learning environment – K/504/0222

- Unit 2 – Establishing safe personal boundaries in a learning environment – M/504/0223

- Unit 5 – Investigations harassment and bullying in a learning environment – J/504/0227

- Unit 6 – Recognising abuse in a learning environment – L-504/0228
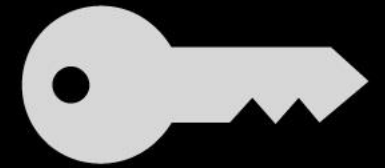
How will I learn?

During this programme, you will be expected to read through the unit notes of this presentation, conduct personal research and finally combine this learning with speaking with your employers to consolidate your new knowledge.

At the end of each unit will be expected to complete knowledge checks. This is to allow you to demonstrate the new knowledge you have gained from the teaching methods mentioned above. Your answers will be independently marked and you will be awarded a 'Pass' or 'Refer'. If you do find yourself referring on any element of this programme, your assessor will provide you with feedback and the opportunity to reattempt your answer to ensure you are able to pass.

When completing your questions, please ensure you pay attention to the verbs of the question. The next slide will help you understand the level of detail needed in each of the answer. Again, if you have any questions, before you submit your answers, your tutor will be there to offer support.
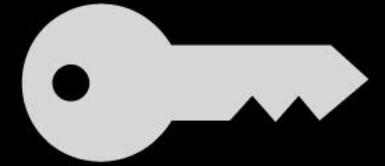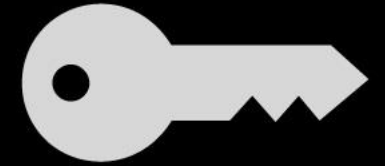
Terminology used within your answers

Identify – This would encourage to you complete a list or bullet points within your answer.

Explain – This answer would need to be more than a sentence. A small paragraph which has allowed you to demonstrate your understanding, with some clear reasons within your answer.

Describe – This answer will need to be more than a sentence. You will be expected to write a short paragraph which fully describes the point you are trying to make.

Summarise – This answer will need more than just a sentence. You will be expect to write a paragraph or overview of the main text.

Assessing your workbook

As mentioned on 'How will I learn' slide, your workbook will be marked by an assessor and you will be provided with feedback.
Should you feel that you have been treated unfairly, as a student of City-Skills, you are within your right to use the complaints/appeals procedure. Please use the link below to the ensure you are able to access this if needed.

Our Policies - City Skills (city-skills.com)
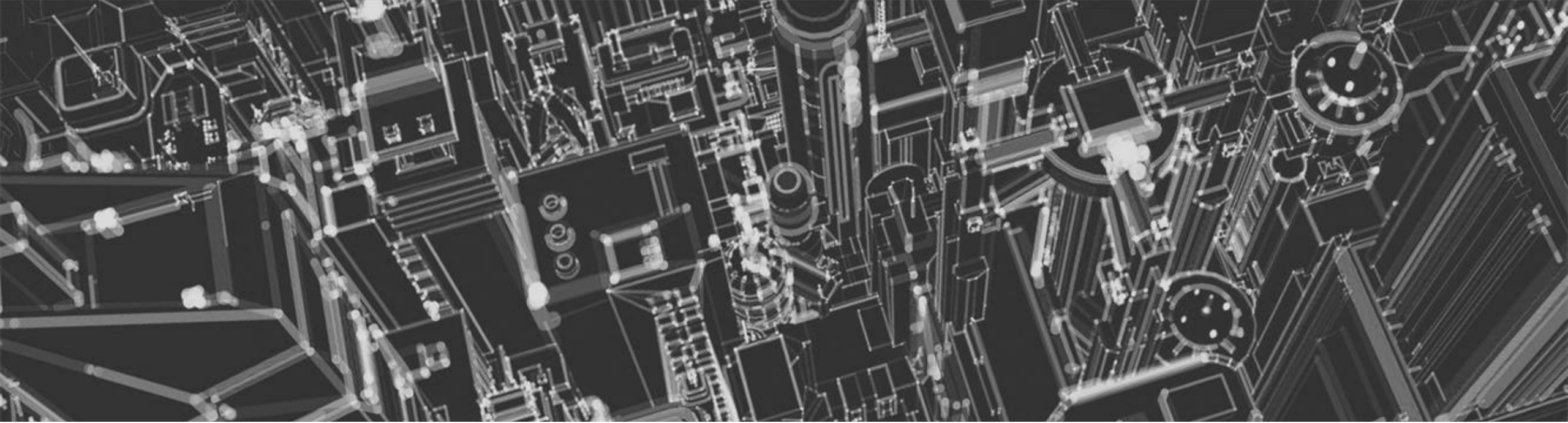
Unit 1 – Understanding the need for safeguarding in a learning environment.
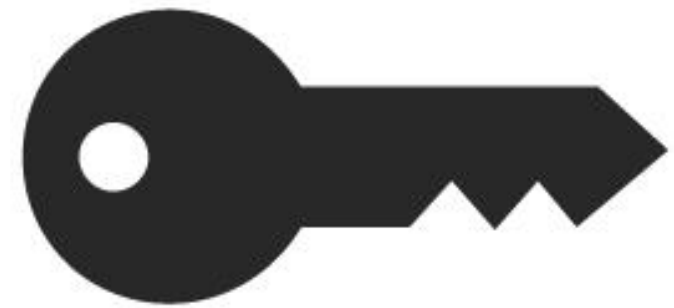
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What will I learn in this unit?

In this unit we will achieve the following criteria:

1.1 Identify the safeguarding policies and procedure within their learning environment

1.2 Identify the key points of the safeguarding policies and procedures with their learning environment

What is safeguarding in the learning environment?

Safeguarding is a term we will often relate to the protection of any type of abuse and the promotion of welfare for children and vulnerable adults. There are 4 components that highlight safeguarding in any working practice, whether it is educational or other sectors:

1. Protecting children from maltreatment
2. Preventing the development of a child or vulnerable adult's health and development
3. Ensuring that Children and vulnerable adults can grow up in safe and effective care and environment.
4. Taking action to enable all children and vulnerable people to have the best outcomes.

The following will be able to provide you with additional information which you may need when completing your workbook.

Safeguarding children and child protection | NSPCC Learning

Safeguarding

In any organsiation safeguarding policies and procedures must be in place to ensure all staff are aware of the procedures should any safeguarding concerns arise. The policy and procedures will highlight key points such as:

1. What to look out for

2. Who you can contact and how to discuss these concerns.

3. What you can and can not do if you suspect or a learner discloses this information

4. Who is responsible for keeping the policy or procedure up to date.

In many organisations within the education sector, whilst there may be slight variances, the policy will always have the safeguarding of children and vulnerable at the centre. All decisions made within the policies and procedures will always be guided around the current legislation from the United Kingdom's Government

The education sector is regulated by Ofsted. If an educational setting did not have robust safeguarding policies in place, the school would not be able to operate and would not achieve a high Ofsted rating following an observation.

Activity:

Speak to someone within your organisation to help you to know how to find this policy and explain its key points.

DBS Checks

DBS is an acronym for Disclosure Barring Service.

Within a learning environment every organisation needs to ensure that no safeguarding issues can arise from the staff employed to care for children or vulnerable adults.

The DBS service is to offer employers the piece of mind that they are making safer recruitment decisions for their organisation.

The DBS service shows employers if the potential or present employee has any unspent convictions.

You must be 16 years of age to apply.

A typical DBS check will take around 14 days for you to receive your certificate.

Disclosure and Barring Service - GOV.UK (www.gov.uk)

Prevent

Prevent is under the Counter-Terrorism and Security Act 2015. Prevent is one part of the 4 Ps under the CONTEST Programme.
- Prevent
- Protect
- Prepare
- Pursue

Under Prevent its main function is to prevent children and vulnerable adults from being drawn into radicalisation and terrorism. This is seen as part of the education setting safeguarding duty.

Educational settings will work collaborately with other organisations such as the police, church leaders, and the local authority to help children and vulnerable adults from being drawn into act of terror.

Advice template (publishing.service.gov.uk)

Activity

Speak with your line manager or designated safeguarding lead and discuss your own organisations prevent strategy.

What will I learn in this unit?

In this unit we will achieve the following criteria:

2.1 Outline why safeguarding is important in their learning environment.

Why is safeguarding important

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From the previous we have gained some knowledge around why we have safeguarding policies and procedures in place, so let us now look at why this is important in the learning environment.

In the education setting or learning environment we have the perfect opportunity to provide all levels of support to the children and vulnerable adults within our setting and care..

As an educational practitioner, you are in the most important role for your organisation because you will be able to identify or notice any changes in the child's or vulnerable adult's behaviour, that may cause alarm to you. Having a safeguarding policy and procedure will enable you to follow the correct procedure as set by your organisation, which can also develop and educate the children and Vulnerable adults' knowledge around how to safeguard themselves.

By doing this it enables you to be more impactful in the learning environment, because the child or vulnerable adult will trust you and value to the care and attention you have shown. Another positive impact that this can have on the child or vulnerable adult is, because they are feeling safe and protected in this supportive environment, it allows them to develop and help them to achieve their full potential.

Activity

1. We have provided you with a few positive outcomes of your role for a child or vulnerable adult, can you identify others?
2. Can you identify the positive impact you can have on other people when relating to safeguarding? Colleagues, Line managers and even the parent or carer?
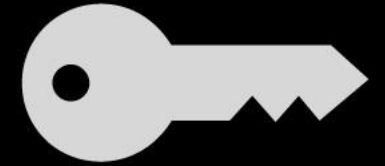
What will I learn in this unit?

In this unit we will achieve the following criteria:

3.1 Outline the key points of the equality and diversity policies and procedures within their learning environment
3.2 State why equality and diversity policies are important in a learning environment
3.3 State their role in supporting an inclusive environment

Why is equality and diversity important?

In the previous topic we have learnt why safeguarding is important in the learning environment. Just like a safeguarding policy, we must have an equality and diversity policy and procedure in place to further enhance and support our children and vulnerable adults.

In Britain, there are roughly 13 million people registered as disabled, and 800,000 are children under the age of 16. Having a policy will help to promote fairness in our education sector.

The link below is from the United Kingdom's Government which sets out the parameters of the policies organisation must adhere to:

Equality and diversity - Department for Education - GOV.UK (www.gov.uk)

The link below offers additional guidance to this unit:

Promoting Equality and Diversity in the Classroom | CPD Online College
Activity

Speak with your line manager to identify:
1. Where is this policy kept
2. How you can access this
3. What are the key factors your organisation uses to ensure it implements this policy and procedure correctly
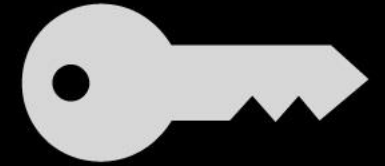
What is include in the equality and diversity policy?

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In the United Kingdom we have 9 protected characteristics, which are designed to protect the individual. This characteristics means that in the learning environment, you as the learning practitioner are not allowed to discriminate against any of individuals.
There are:
1. Age
2. Disability
3. Gender reassignment
4. Marriage and Civil partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual orientation

Activity

Please research these protected characteristics and make notes as you may need to explore this further in your assessment.

Why is equality and diversity policies important in a learning environment

In any learning setting, how the individual feels in the environment will play a vital part in the transferring of knowledge to the long-term memory.

Having a positive learning environment that respects and values the equality and diversity policy will ensure:

1. Learning participation from the individuals will increase because they feel valued and respected in the environment
2. Individuals will feel empowered in the learning environment which can have a positive impact on success rates and achievement
3. Individuals will have a sense of belonging and inclusion with will strengthen the relationships with other learning individuals
4. Individuals will recognise that the learning practitioner has taken time to recognise their unique needs and adapt this into their teaching.

Activity

To help you achieve this criteria complete the following tasks.

1. Speak with your line manager to help you identify other reason for supporting and valuing the organisations equality and diversity policy
2. Conduct personal research

Why is your role important in supporting an inclusive learning environment?

As mentioned in your learning of safeguarding, again, you have a unique role to promote and support the learners to develop and achieve their full potential. To support all learners to achieve and demonstrate you value all learners, these actions could be done:

1. Keep up to date with all changes and development with your organisations policies and procedures
2. Development of different resources to adapt to all learning needs within the learning environment
3. Challenge inappropriate behaviour from other learners, or even staff and report it correctly
4. Within all learning sessions mix the groups. This will enable learners to work with different learners and learn about mutual respect and value of other peoples' beliefs and backgrounds.
5. As a learning practitioner, embed equality and diversity in every session.

Activity

1. Work with your line manager and identify how they embed and value equality and diversity in their learning environment and the benefits they have found as a result of this.
2. How could this benefit your own sessions.
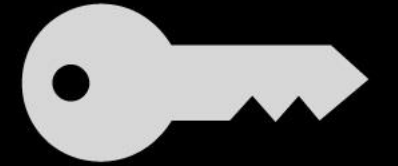
What will I learn in this session?

In this unit will achieve the following criteria:

4.1 Outline the key points of the health and safety regulation within their learning environment
4.2 Give examples of how they can comply with these regulations

Why is health and safety important in a learning environment?

In most organisations there must be a health and safety policy. Each of these businesses may have different regulations dependent on the nature of the business, however, they will still be directed by the United Kingdoms legislations.

The health and safety policy and procedures sets out the culture of the organisation. It also demonstrates the regulations approach the organisation is taking and the commitment from the management team.

The health and safety policy may work in conjunction with a range of other policies. These can include:
• Lone worker guidance
• Whistleblowing policy
• Emergency evacuation procedure
• Bullying and Harassment and many others

Activity

Speak with your line manager to identify the regulations your organization must follow on health and safety

Health and Safety legislation.

Hopefully you would have recognized this poster in your own work place.

This poster is a legal requirement of the business to display to ensure all employees have access to.

This poster helps you as an employee to understand:
1. What employers must do for their employees and the public
2. What employees must do to protect themselves and others
3. What to do if there is a problem

Activity

- Either speak to your line manager or have a look for this poster and read it. *Make notes of the key points and explain these.*
- Visit the following website - HSE: Information about health and safety at work

What do I need to do comply with health and safety in the learning environment?

Whilst all businesses will work in line with the Health and Safety Act 1974 guidelines, there is a specific health and safety checklist for learning environments.

Unit 1 learning completed

Well done!

You have now completed unit 1 of your assigned course.

Ensure you read through your notes and refer to the descriptors of the questions you are likely be asked to check your new knowledge.

This will be marked independently, and you will be provided with feedback.