



City Skills

NCFE - Safeguarding in a learning environment

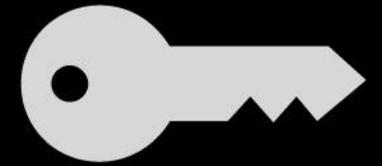
Subtitle

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



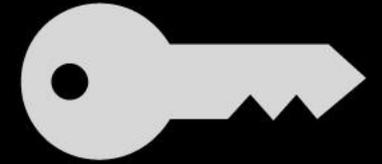
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How will I learn?

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.



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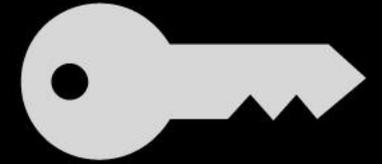
Terminology used within your answers

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 expected to write a paragraph or overview of the main text.



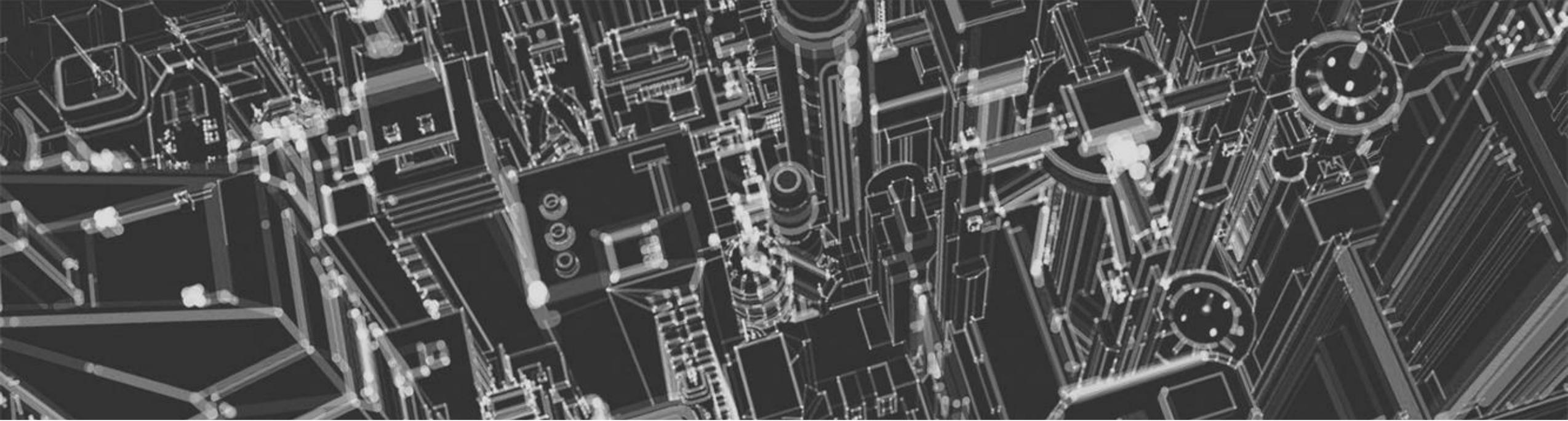
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Assessing your workbook

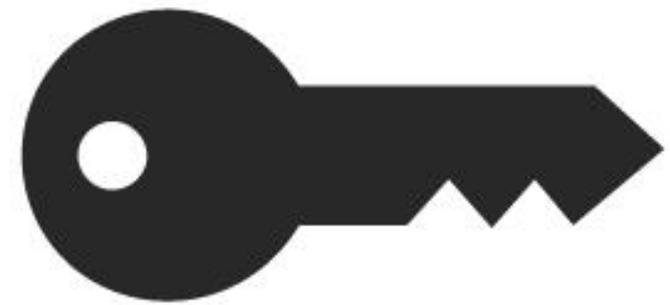
As mentioned on 'How will I learn' slide, your workbook will be marked by an assessor and you will be provided with feedback.

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 ensure you are able to access this if needed.

[Our Policies - City Skills \(city-skills.com\)](https://www.city-skills.com)

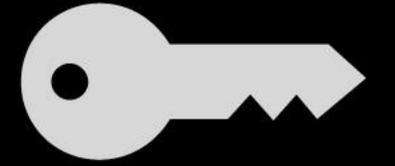


Unit 6 - Recognising abuse in a learning environment.



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What will I learn in this unit?

In this unit we will achieve the following criteria:

- 1.1 Define what is meant by abuse
- 1.2 Provide examples of different types of abuse
- 1.3 List the effects abuse can have on individuals within their learning environment.

What is abuse?

Abuse is classed as someone actively engaging intentionally harming or injure another person.

Abuse can take place anywhere and as learning facilitators, we need to know and understand the different types of abuse that can take place, the identification of these and more importantly what to do about it.

What are the different types of abuse?

1. Emotional or Psychological
2. Physical
3. Financial
4. Sexual
5. Neglect
6. Domestic

Activity

Using the links below, research and make descriptive notes on each of these points.

[Abuse and neglect of vulnerable adults \(safeguarding\) - NHS \(www.nhs.uk\)](https://www.nhs.uk)

[What is Child Abuse & How to Keep Your Child Protected | NSPCC](https://www.nspcc.org.uk)

What are the sign and symptoms of the different forms of abuse.



Now that you have made notes to develop your knowledge of the definition of the types of abuse, use the links below to research what the signs of the different types of abuse.

[Safeguarding children in education: types and indicators of abuse | SCIE](#)

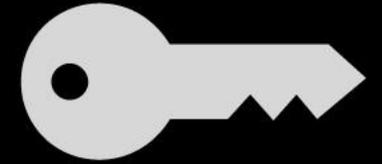
[Abuse and neglect of vulnerable adults \(safeguarding\) - NHS \(www.nhs.uk\)](#)

1. Emotional or Psychological
2. Physical
3. Financial
4. Sexual
5. Neglect
6. Domestic

It is essential that you remember that the list you have just made is not exhausted and there may be others.

Activity

Think about how you would recognise this in the learning environment.

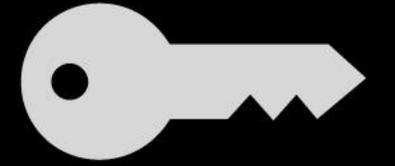


Abuse and its effects on the individual

Any abuse on an individual whether this is a child, or an adult can have an impact on their *development as an individual* and *grow in society*; and their learning development will be less impactful to prepare them in their *educational and society needs*.

The abuse can have long term effects on the individual can create additional *mental health problems*, which then leads them into other abuses such as alcohol and drugs; and even the building of *future relationships*.

The type and length of continued abuse can have different lasting effects, and no one *should attempt* to undermine or dismiss what is being said.



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What will I learn in this unit?

In this unit we will achieve the following criteria:

2.1 State how to respond to and report potential abuse, har, and neglect within their learning environment



How should I handle any concerns?

The first thing we need to remember is that if someone is openly telling you something so personal, it can be because they trust you. Your acts will ultimately help the individual to disclose the abuse they are facing.

- Ensure the area you are discussing is in a private area
- Reassure the person that you are there to listen and ensure you explain that you may not be able to keep a secret
- Write down what was discussed in their own words and not how you interpret the conversation
- Reassure them that what they are going to tell you, you will take seriously, this will help them to feel relaxed and disclose
- NEVER ask questions that could lead the conversation
- Ensure you do not show any emotion in the conversation, this could include being shocked or surprised.
- Don't make promises such as, not telling another else. Be honest and explain you may have to utilise the organization policy to ensure they remain safe.

For more guidance on how to deal with a conversation around safeguarding or abuse, always speak with your line manager or HR department to ensure you follow the organization's policies and procedures.

For additional help on how to deal with a situation, use the link below to further develop your knowledge.

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/what-if-suspect-abuse/>

Unit 6 learning completed



Well done!

You have now completed unit 6 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.